

THE ACADEMY

JANUARY 19, 1907

EDUCATION SUPPLEMENT

BLACKIES' LIST.

A FIRST GREEK COURSE

By H. W. D. ROUSE, Litt.D., Head Master of Perse Grammar-school, Cambridge. Crown 8vo., cloth, 2s. 6d. net. *Just ready.*
Compiled as part of a Reformed School Curriculum.

EXCERPTA BREVIA

By W. H. S. JONES and R. PARKER SMITH. Crown 8vo., cloth, 1s. 6d. *Just ready.*
Part I. consists of short passages suitable for learners on their first introduction to a Latin text after a year's course. Part II. contains passages which throw light upon Roman history, arranged in chronological order.

THE LATIN HEXAMETER

Hints for Sixth Forms. Interleaved for Student's Own Notes. By S. E. WINBOLT, M.A. 2s.
This book is in class use at Eton and Christ's Hospital.

FRENCH READINGS IN SCIENCE

Selections from Scientific and Technical Writers. Arranged and Edited for the use of Students by De V. PAYEN-PAYNE. 3s. 6d.

LA FRANCE MONARCHIQUE

By G. H. POWELL, B.A., and O. B. POWELL, B.A. 6s.
This handsome Volume aims at presenting a continuous picture of French life and thought from the Crusades to the Revolution in a series of representative selections from forty of the most important memoirists in French literature of the period.

A FIRST YEAR'S FRENCH BOOK ON THE ORAL METHOD

An Illustrated French Course on the New Method. By A. H. SMITH, M.A. Crown 8vo., cloth, 1s. 6d.

FIRST STEPS IN COLLOQUIAL FRENCH

By ALBERT THOUAILLE, M.A. A Conversational French Course on the New Method. With Brief Systematic Grammar and Phonetic Vocabulary. Cr. 8vo., cloth. Illustrated. 2s.

UN PETIT VOYAGE A PARIS

By MARGUERITE NINET. With Twelve Full-page Illustrations and Vocabulary. 1s. 6d.
A brightly written account of a first visit of the two children to Paris, by the Author of "The French Picture Primers."

FRENCH CLASSICS.

Cloth, 4d. each.

Examples of the best Prose and Verse from the "Chanson de Geste" to DAUDET and PAUL BOURGET

GERMAN CLASSICS.

Cloth, 6d. each.

Selections from the principal German Authors in both Poetry and Prose.

ENGLISH POETRY. FOR THE YOUNG.

Cloth, 1s.

Selected by S. E. WINBOLT, M.A. of Christ's Hospital.

Containing a chronological arrangement of English Verse, sufficient for a four-years' course.

In use at Eton College, Repton, Manchester Grammar-school, Rugby, etc. etc.

LATIN TEXTS.

Cloth, 6d. net or 8d. net.

Edited by W. H. D. ROUSE, Litt.D., Prof. POSTGATE, Prof. REID, etc. etc.

The only Series that fulfils the conditions suggested by the Classical Association as to the improved teaching of Latin, and containing no Notes

BLACKIES' ENGLISH TEXTS.

8vo, cloth, 6d. each.

Including all leading Prose Authors from Sir THOMAS MORE to CHARLES DICKENS.

SMALLER ENGLISH CLASSICS.

Paper, 2d.; cloth, 3d.

The favourite English Poets from CHAUCER to TENNYSON and BROWNING.

SYSTEMATIC INORGANIC CHEMISTRY FROM THE STAND-POINT OF THE PERIODIC LAW

A Text-book for Advanced Students. By R. M. CRAVEN, D.Sc., and G. D. LANDER, D.Sc. Crown 8vo., cloth, 6s. net.

A TEXT-BOOK OF ORGANIC CHEMISTRY

English Translation from the German of A. BERNHSEN, Ph.D. Edited by J. J. SUD-BOROUGH, Ph.D., D.Sc., F.I.C. New Edition. Revised to date. 674 pp., crown 8vo, cloth, 7s. 6d. net.

A FIRST COURSE IN PRACTICAL BOTANY

By G. F. SCOTT ELLIOT, M.A., B.Sc., F.L.S., F.R.G.S. With over 150 Illustrations. 3s. 6d.
ELEMENTARY MATHEMATICS
By A. LEIGHTON. Containing Algebra up to Quadratics, and the substance of Euclid I. and III., with Similar Figures and Mensuration. Crown 8vo., cloth, 2s.

A NEW SHAKESPEARE FOR SCHOOLS.

THE PLAIN TEXT SHAKESPEARE

THE GREATER PLAYS. TEXT ONLY. NO NOTES.

Price 4d. each.

Messrs. BLACKIES' & SON, Ltd., have the pleasure to announce the publication under the above title of a New Edition of Shakespeare—Text only—at a moderate price. The Text follows the well-known JUNIOR SCHOOL SHAKESPEARE, omitting everything undesirable in class-reading.

Please write for information regarding latest Educational Publications to

BLACKIE AND SON, LIMITED, 50, OLD BAILEY, E.C.

Smith, Elder & Co.'s Publications.

THE NEW PHYSICS AND CHEMISTRY:

A Series of Popular Essays on Physical and Chemical Subjects. By W. A. SHENSTONE, F.R.S., Senior Science Master in Clifton College.

Large post 8vo, 7s. 6d. net.

SCHOOLMASTER.—"In every way suitable for those whose knowledge of science is not very deep, but who are able to follow with intelligence a reasonably clever exposition. To such we cordially recommend the book."

NEW VOLUME OF THE "HISTORICAL SERIES FOR BIBLE STUDENTS."

OUTLINES OF BIBLICAL HISTORY AND LITERATURE.

FROM THE EARLIEST TIMES TO 200 A.D.

By FRANK KNIGHT SANDERS, Ph.D., D.D. Crown 8vo, 6s.

"* These outlines enable the student to get at the Bible itself in a most helpful way, to realise vividly the story which it relates, supplements or develops, and to appreciate the various stages in the gradual development of the Israel which became the world's religious teacher." *[Immediately.]*

NEW AND CHEAPER EDITION OF MARTIN'S "THE STONES OF PARIS."

In 1 vol. With many Portraits and Illustrations. Crown 8vo, 7s. 6d. net.

THE STONES OF PARIS IN HISTORY AND LETTERS.

By BENJAMIN ELLIS MARTIN, and CHARLOTTE M. MARTIN.

"* A few copies of the two-volume edition are still to be had. Price 18s. *[Immediately.]*

THE GREAT DAYS OF VERSAILLES.

STUDIES FROM COURT LIFE IN THE LATER YEARS OF LOUIS XIV.

By G. F. BRADBY. With Illustrations, 10s. 6d. net.

STANDARD.—"Written with scholarly care and with a fine sense of historical perspective. . . . There is much in the picture which is of dramatic and abiding interest."

RICHARD III: HIS LIFE AND CHARACTER REVIEWED IN THE LIGHT OF RECENT RESEARCH.

By Sir CLEMENTS R. MARKHAM, K.C.B., F.R.S.

With a Portrait and Map. 10s. 6d. net.

DAILY TELEGRAPH.—"Our author is very careful to base all his facts on distinct authorities, and, so far as it is possible, on contemporary evidence; he writes so persuasively and so ingeniously that we are tempted to accept his version to the full."

THE RISE AND DECLINE OF THE NETHERLANDS.

By J. ELLIS BARKER,

Author of "Modern Germany," etc. Small demy 8vo, 10s. 6d. net.

Mr. J. L. GARVIN, in the FORTNIGHTLY REVIEW, says: "There is nothing in any language like it, and when all is said, it remains one of the most striking additions recently made to the political library."

THE LIFE OF VOLTAIRE.

New and Cheaper Edition. With a Photogravure Frontispiece and other Illustrations. Small demy 8vo, 10s. 6d. net.

LONDON: SMITH, ELDER & CO., 15 WATERLOO PLACE, S.W.

Educational & Scientific Books

NEW AND SECOND-HAND

The Largest Stock in London of

SECOND-HAND SCHOOL, CLASSICAL, ELEMENTARY & ADVANCED SCIENTIFIC BOOKS

Mathematical, Theological, and Foreign Books

BOOKS FOR ALL EXAMINATIONS

ALL ENQUIRIES AS TO PRICES OF BOOKS ANSWERED

Keys and Translations. Books Bought

J. POOLE & CO.,

(Established 1854)

104 CHARING CROSS ROAD, LONDON, W.C.

SPECIAL BARGAINS.

The following books in new condition can be sent carriage paid upon receipt of remittance for amounts named :

- E. BOUTMY.—THE ENGLISH PEOPLE. A Study of their Political Psychology. (Published 16s.). 3s. 6d.
- GOETHE'S LIFE, 1749-1832. By H. Dunster. With Portraits and Illustrations. 2 vols. in 1. (Published 21s.). 4s.
- GUIZOT.—LIFE OF OLIVER CROMWELL. (Published 3s. 6d.) 2s. 6d.
- KLUGE'S ETYMOLOGICAL DICTIONARY OF THE GERMAN LANGUAGE. (Published 7s. 6d.) 3s. 6d.
- STANFORD'S OCTAVO ATLAS OF MODERN GEOGRAPHY. 38 double-paged Coloured Maps. Half morocco, gilt edges. (Published 21s.). 9s.
- STANFORD'S LONDON ATLAS OF UNIVERSAL GEOGRAPHY. 48 full-page Coloured Maps. Fifth Edition. 4to, half morocco, gilt edges. (Published 30s.). 10s.
- LIFE OF EDWARD FITZGERALD. By T. Wright. 56 Illustrations. 2 vols. Art linen, gilt top. (Published 24s. net.) 10s. 6d.
- LIFE OF ROBERT LOUIS STEVENSON. From His Boyhood to his Death in Samoa. By J. A. Hammerton. (Published 12s. 6d. net.) 7s. 6d.

CHARLES CANNON

NEW AND SECOND-HAND BOOKSELLER,
36 St. Martin's Court,
Charing Cross Road, London, W.C.

Books Bought. Best Prices Given.

EDUCATION SUPPLEMENT

JANUARY 19, 1907

RELIGION AND THE TEACHER IN SCHOOL

By J. H. YOXALL, M.P.

ONE cannot argue with a sentiment or disprove a prejudice; above all one cannot usefully controvert the sentiments and prejudices of conscientious worshippers in the Cowper temple, the Brompton Oratory, or the Halifax church. It would be Pharisaic to boast one's exemption, but, after all, there are *grâces de l'état*, which make for sweet reasonableness and enable one to comprehend and therefore pardon. Because I have been a teacher in Voluntary and Board Schools, and know the inwardness of the matter, I have been able to listen with patience and tolerance to both sides of a loud outcry during eleven long Parliamentary years. The outcry about teaching Religion in elementary schools, I mean; it is accepted that there is no "religious difficulty" for teachers in any other than elementary schools. But when I have said, as with brief default of patience I have said sometimes, that there is no real religious teaching difficulty in elementary schools either, it has been said to ears of unbelief or disappointment. "There is!" has been the response from one side. "Then there ought to be!" has been the cry from the other. It does not appear to suit anybody's book that there should be no "religious difficulty" in the teaching of elementary schools.

Of course to schemes of government and systems of faith the forms, degrees, and conditions of religious teaching maintained at public cost are an important matter; people and Peoples always have quarrelled over that, and perhaps in honesty and vitality people and Peoples always ought to quarrel over it; as a politician I could quarrel over it myself. In writing this I need tax nobody with insincerity nor call anybody hypocrite; though it is human to be inconsistent and self-deceptive, there are very few conscious hypocrites in the world. Neither the right nor the wrong in the present matter lies with Dr. Clifford or with Lord Halifax, it seems to me, though each in honesty battles for what seems to him the right, against what seems to him the wrong. Yet, as one who knows by practice and experience the true inwardness of the matter, regarded practically and not polemically, I declare that at the bottom of the huge, hollow sounding shell of uproar lies only the minutest kernel of solid fact.

"Rights of the parent!" "No tests for teachers!"—those are the war-cries. The floor of the parish church used to be the battlefield of the creeds; the battlefield is now the floor of the public elementary school. "If you will kindly keep out and leave it to us, all will be peace," says the teacher to the wranglers. But the wranglers cannot do that; at any rate, they will not. Yet what the teacher says is true—there is no practical difficulty about the religious teaching in elementary schools. I think it was Disraeli who said, in 1870, that the Cowper-Temple Clause would call into existence a new sacerdotal class—the Board School teachers to wit. With skill, and forbearance, and professional tact, with the approval of many parents and the explicit disapproval of next to none—above all, without any sacerdotal assumption—the Board and Council school teachers have made that latter-day prophecy come true; they have been priests and elders in religion to half the children of the land. With just as much skill, forbearance, and tact, amidst just as much approval and indifference, the teachers in Denominational schools have done their work. In the one case offence and occasions of offence to parents who are Churchmen, or Wesleyans, or Baptists, or what not, have been avoided, in the other case offence or occasions of offence to Nonconformists as a whole.

I have smiled—though tolerantly, I hope—when I have heard in the House of Commons and the House of Lords, a thousand times these last eleven years, the claim that parents must have the right to obtain for their children elementary-school teaching in the creeds the parents profess. I know that parents seldom or never have made that claim for themselves, do not now make the claim, and do not feel that they need make it. I know that Churchmen and Roman Catholics whose children attended Board and Council schools have been satisfied, have not been offended, and not once in a myriad cases have claimed the protection of the Conscience clause. I know that Nonconformists whose sons and daughters attended Church schools have hardly ever grumbled, have hardly ever withdrawn their children, and have often said of the teaching in the Creed, the Catechism, and the Duties there that "It won't do them any harm." And, further, I know that parents who attend neither Church nor Chapel, the Agnostic, Rationalistic, or Materialistic parents, have shown themselves Indifferentists in this matter, allowing their children to "learn religion" all the same. With proof and actuality, therefore, the teacher may say, "If you will only be quiet—if you will only leave it to me!"

"Admirable! Plain evidence of the common sense of the people when not stirred up by fanatics!" thinks the philosopher. "Horrible! Plain proof of the decay of religion in the land!" cry those sincere persons to whom he refers. "I wish you would all keep quiet," says the teacher, "and let me go on quietly with what I know is doing the children good. Come into my school and see for yourselves. It does not matter whether my school be provided or non-provided in this respect. Listen to the sweet and reverent singing of the morning hymn, note the hushed awe of the united prayer, hear the moral teaching conveyed in the lessons from the Bible or the Canons, enjoy the thanks of the *Nunc Dimittis*, the doxology at the close of the day. Matthew Arnold defined religion as 'morality touched with emotion'; don't drive us into secularism, don't wrest away the Book. Let me keep on impressing on the children, directly or indirectly, that Christianity is all one essentially, and real and abiding; no matter how churches and chapels may be ranked against each other outside. Let us go on touching morality with the religious emotions that English folk have felt for ages—leave us still free to hallow with supernal sanctions the plain and noble ethics we teach. Let me still, without cassock or white tie to mark me off from lay humanity, be a priest and a pastor to these little souls. Don't ask me to form them into Cadet Corps of Episcopalians or Wesleyans—don't think I am doing it now; I have never done it, it is done in no Protestant school, whether Voluntary or Council. This school is a nursery for Christians, not Sectarians; from whatever houses and with whatever creeds the children come to us, here they join in common Christianity and family prayer." Then, like the father in the "Cotter's Saturday Night,"

He wales a portion with judicious care;
And "Let us worship God!" he says with solemn air.

Now that is the attitude of the typical teacher towards this vexed question in elementary schools; the teachers who during the late discussions claimed liberty to "volunteer" to give denominational teaching did not claim liberty to proselytise. And it is an attitude which, in practice, one cannot better. For myself, I cannot see that it needs bettering, and I am sure that legislative and administrative attempts to better it will worsen it instead. "Right of entry" will worsen it, tests for

teachers in Council schools will worsen it, ultra-ecclesiastical emphasis on what has been will worsen it, and so will any insistence on formal tests. In practice the use of formal preliminary tests is decaying; the recent dearth of teachers brought that about. A good deal is said, in political debates on this question, as to the necessity of tests in order to ensure sincerity and efficiency in religious teaching; but sincerity and efficiency cannot be proved in that way. In point of fact, teachers who do not wish to give, or are unable to give, instruction according to the views of a religious denomination do not apply for service in schools associated with that denomination; Protestant teachers do not seek to enter Roman Catholic schools, Nonconformist teachers do not apply for appointment to Church schools. Whether or no it is fair and wise that employment and promotion for the teachers as a body should be limited in that way is not the question I am discussing now; I am dealing with the positive value of tests. Over and above this act of selection or renunciation by a teacher, the managers of a Church school can exercise the following preliminary tests: they can inquire of a candidate if he was trained in a Church Training College, if he possesses the Archbishop's certificate in Divinity, if he is a Communicant, and if he is High Church or Low. Now a teacher may answer all those questions satisfactorily, and yet be, *au fond*, irreligious; formal preliminary tests are worse than useless, they are futile against deceit, and they positively invite deceit. Yet it was to conserve to managers of denominational schools the power to put these preliminary formal tests that the Act of 1902 prescribed four denominational managers to two representative managers on the committee of each denominational school. That provision lies like a worm of ruin at the root of that Act. If all the managers were appointed by the local authority and formal preliminary tests were not applied, there would still be the chief and only valid preliminary test remaining, that of the teacher's willingness to undertake the work. After all, the real test of a teacher's religious efficiency is his teaching, and the true guarantee of his sincerity is his life. To get a truly religious man or woman into the school is the desideratum. The best religious teaching is that which emanates like an aura from personality, from character and example as well as from precept, from zeal in the actual work joined to a sober, righteous and godly life.

The applicant for service in a Council school answers one preliminary test indirectly—he is willing to give the religious lessons which are customary in the school. But to him the real and subsequent tests, of efficient teaching joined to character and behaviour, apply as much as they do to teachers in denominational schools. All teachers in public elementary schools live and work under a fierce light of publicity; they are known and marked in the neighbourhood, the eyes of the children, the parents, the managers, the inspectors, and the neighbouring population are on them constantly, and there cannot be a better guarantee of sincerity of life and purpose than that. But formal preliminary tests, to maintain which the friends of Voluntary schools are risking the very existence of those schools, do not detect unfitness of life, inconsistency of character, or insincerity of purpose at all.

To me the conclusion seems to be that out of great zeal and little actual knowledge a monstrous pothole has arisen, over what in practice is a matter quite simple and small. The discussions during 1906 seem to show that the public as a whole would agree to the continuance of existing denominational schools as well. These denominational schools might be wholly managed by representatives of the public, and yet their denominational teaching be continued; because in the first place, the public managers would, almost without exception, "play fair," and, in the second place, only teachers prepared to give the denominational teaching would apply to work in these schools. Preliminary tests being useless, as I have shown, and not being applied; the management of the schools and appointment of teachers resting wholly in public hands;

and the two principles of "public management of public money" and no "denominational tests in public schools" being thus satisfied; then the nation as a whole would be content that denominational teaching as at present should go on. A conscience clause for teachers could be enacted, and by administration over large areas due employment and promotion could be found for teachers unable to enter denominational schools.

MIDDLE-CLASS EDUCATION

NOTHING was more surprising last summer than the enormous output of letters provoked by the articles of Mr G. R. Sims in the *Tribune* on the Bitter Cry of the Middle Classes. They conclusively proved that the middle classes are a kind of Issachar between two burdens, and the hardest hit section of the community. The country practitioner or his equally ill-paid brother in the poorer suburbs, the small lawyer, the poor parson or minister, the struggling tradesman, all find it harder than ever to make both ends meet and to do their duty by their children—if they consider that they can afford the luxury of children.

It is therefore encouraging to see that at least as to their children's education legislation has done and is continually doing something to lighten their burden. During the past seventeen years a complete change has come over the educational horizon in this respect. Less than twenty years ago there was hardly anything, in many districts, between the public school with its high fees, or the expensive and often poorly equipped private school, and the free or nearly free board or voluntary school, with the result that the intelligent foreigner wondered how the man with a family and five hundred pounds a year educated his children at all. On the other hand, the tax-burdened middle-class parent of to-day often neglects to avail himself of the educational advantages now at his disposal; and this for two reasons: the first (and pardonable one), ignorance of the benefits open to him; the second (and unpardonable), a snobbish and belated notion that by sending his children to the county or municipal school he robs them of social prestige.

It is very true that the things we pay for most dearly we value most. If the fees of these Local Authority schools were those of Eton, the schools would be appreciated. Yet while in curriculum, tone, and status of teachers, some of the best of such schools more and more approximate to the type of the public school, the overweighted middle-class taxpayer neglects to make use of this valuable education for his sons and daughters, for which he is helping to pay. He stands aside, and bemoans his lot, and gives his children a shoddy education at home or in private schools, or wears out his life in the Herculean effort to send his boy to the old school which for generations has been the playground of his family—too often giving his poor daughter only the genteel bringing up which makes her totally unfit to enter the army of wage-earners, and create for herself an independent career. But other times, other manners.

It is extraordinary from what small beginnings this present movement for middle-class education started, and how recent a departure it is. At the end of the Parliamentary Session of 1899 the Bill then before the House to improve Secondary Education was already reckoned among the "Slaughtered Innocents"; but by the skill and energy of Sir William Mather (then Mr. Mather, M.P.), Sir William Hart Dyke, and the late Mr. W. H. Smith, standing orders were suspended, the Bill was considered and passed in a single night by the Commons, carried the next afternoon to the Lords where it passed through all its stages in one sitting, and became law just before the two Houses rose.

To quote Sir William Mather's picturesque description in his Presidential address to the National Association for

the Promotion of Secondary and Technical Education, in that year:

At two o'clock in the morning we seemed far from the goal and the debate was stormy; . . . but a few of us stuck to our guns . . . and we managed by four o'clock on Thursday morning, as the light of early dawn flooded the chamber, to get through Committee . . . and on Friday, when Parliament rose, it was law! . . . This story illustrates the somewhat bungling fashion in which we English people deal with some of our most serious legislation.

It is important to note that had the Bill not been passed, the so-called Whisky Money which became available next year could not have been applied to secondary education, and at any rate the outlook to-day would have certainly been more gloomy.

The County Councils at first paid most attention to technical education, but they speedily found that the great majority of those attending their technical institutes and classes were quite unfitted to profit by the various courses, owing to the defects in their general education. They were therefore compelled to concentrate their attention more and more on the secondary problem. At first they confined their attention to the building up of a scholarship system and to giving aid to existing secondary schools. The majority of these scholarships were intended to benefit the cleverer children of the working classes, and to form ultimately a ladder, as it was said, from the gutter to the university. Such scholarships were confined to the children of parents with less than one hundred and sixty pounds a year, but there were others which are still available to-day for the sons and daughters of parents with incomes under three hundred pounds and even under four hundred pounds a year.

Some idea of the magnitude of these scholarship schemes may be gathered from the fact that in London alone the Technical Education Board spent over a quarter of a million in eleven years; and its successor, the London County Council, has since inaugurated a still more complete system of scholarships, which educates free gratis and for nothing in our secondary schools thousands of children, many of whose parents belong to the middle and lower middle classes.

It is interesting to note the extreme lowness of the fees in some of these "aided" schools in London alone. Doubtless this is due not only to the Council's "grants in aid," but also, in some cases, still more to the substantial endowments possessed by the schools.

To show how well equipped these schools are we quote from the latest handbook of the London County Council. Thus School A (for boys), with a fee of £2 8s. per annum, provides

good chemical and physical laboratories and workshops. Offers sixty scholarships giving admission to the school and also leaving exhibitions.

School B (for girls), at £2 8s. per annum, is

a secondary school. Offers scholarships and exhibitions similar to those at the above boys' school.

School C (for girls), at £4 10s. per annum, is

provided with laboratory and lecture theatre for science teaching, and with facilities for the practical teaching of domestic economy.

School D (for boys and girls), £4 10s. per annum, has

polytechnic laboratories and equipment available for the pupils of the day school. The school is a mixed one for boys and girls. Pupils from the school can pass to the day college for men and women at this institution.

When we think of the £25 and even £30 charged by some schools for tuition alone the contrast is remarkable, and should appeal to the classes chiefly interested.

A second development of County and Borough Council activity in Education was the erection or taking over of secondary schools, in which a first-class education is often given by well-equipped staffs at a comparatively low fee. We are informed by Mr. Oldman, the courteous secretary

of the Technical and Secondary Education Association, to whom we are indebted for many facts in this article, that in 1903—the last year for which complete statistics for England are available—there were no less than one hundred and three towns and country districts in which such schools had either been planned, built, or transferred, and the movement since this has been so much accelerated that it is impossible for statisticians to keep pace with events. In London alone there are now thirteen such schools, the majority of which, however, are only a year or two old. The fees in these particular London schools vary from £1 10s. per annum at Shoreditch Technical Institute Day School (boys) to £10 10s. at Manor Mount Secondary School (girls).

As an instance of what has been done in the country we cannot do better than give a short account of the Cambridge County School for boys. No less than £12,000 was spent on the building and £3400 on the site, and the school receives from the local authority a grant of £500 a year. A thoroughly good general secondary education is given and the fees amount to only £1 10s. per term, and this includes the free use of class-books, stationery, etc. Boys from beyond the Cambridge County area are charged a higher fee. The school was founded over six years ago, steadily increasing in numbers from the first until there were over three hundred pupils when the permanent buildings were opened in 1903 and boys had to be turned away for lack of room. There is a junior and senior course. Only in the latter does differentiation begin. In the Senior Course there are three sections—Agricultural, Building and Engineering, and Commercial. The prospectus lays down that

whilst no actual trade or calling is taught, no effort is spared to give the instruction a most suitable, useful, and practical character preparatory for the leading occupations in the neighbourhood.

The Cambridge County Council has a school for girls, carried out on the same practical lines.

SCHOOL BOOKS

GREEK AND LATIN

FROM Mr. Murray we have received *Thucydides* VI. 30–53 and 60–105 (2s. 6d.), being the story of the first part of the Sicilian Expedition, edited by Mr. Percy Ure. This is an edition for beginners, difficulties of text or subject-matter being deliberately ignored. There is an Historical Introduction upon the condition of Greek political life and of the leading Greek States at the period. The text is followed by explanatory notes, an Appendix upon the speeches of Thucydides, with an abstract of those included in this selection from his writings, and a full vocabulary. Two maps are given, one of Sicily and Magna Graecia, and another of Syracuse, by the help of which Jones *minor* can follow with ease the course of the siege operations.

Mr. J. A. Shawyer has edited the *Menexenus* of Plato (2s.) for the Delegates of the Clarendon Press, Oxford. The text and *apparatus criticus* are those of the Oxford Classical Texts Series. The Introduction examines critically the meaning and intention of the Dialogue; discusses historical misstatements or doubtful statements; and gives a sketch of Greek literary criticism of the Orators. The commentary following the text is brief but deals adequately with all important points of history, grammar and style. From the same Press comes *Selections from Plutarch's Life of Caesar* (2s.), edited by Mr. R. L. A. Du Pontet, who hopes that the book "may be found a suitable way of introducing middle forms to one of the masterpieces of ancient literature," and makes the happy suggestion that the book be read in conjunction with Shakespeare's *Julius Caesar*. The notes are brief but to the point, and a useful table of dates is appended. The Greek type of the text is a delight to the eye. *Tales of the Civil War* (Clarendon Press, Oxford, 1s. 6d.) is a selection made by Mr. W. D. Lowe from the third book of Caesar's *Civil War*. The book being intended for beginners, the chapters are broken up into short paragraphs; the notes are full and explanatory, but rather in construction than in translation, and are followed by a Latin-English Vocabulary, one of proper names, and English exercises with English-Latin Vocabulary. Three maps illustrate the theatre of war.

Mr. E. C. Marchant, in *Latin Unseens Selected and Arranged* (Bell, 1s.), has cast his net far and wide, and has not feared to draw upon the Vulgate and Prudentius. The collection is intended for beginners, and serves as an introduction to the same editor's *Passages for Unseen Translation*.

In his *First Latin Book* (Macmillan, 1s. 6d.) Mr. W. H. S. Jones gives a first year's course intended chiefly for beginners of about twelve years of age, the only grammatical knowledge assumed being simple analysis and the parts of speech. The oral method of teaching is followed throughout. The book includes Professor Sonnenschein's version of the National Anthem, with the musical setting by Professor Villiers Stanford, and a selection of facsimiles from Mr. Jones's *Latin Picture Stories*.

To Blackie's Latin Texts have been added Books X., XI., and XII. (each 6d. net) of Virgil's *Aeneid*, completing Mr. S. E. Winbolt's edition of the great Roman epic. No notes are given except a few selected critical ones at the foot of the text, recording noteworthy *variae lectiones*. Each volume forms a slim octavo of some thirty pages and is prefaced by a short Introduction mentioning the most important manuscripts of the poet's works, the leading dates in his life, and the chief characteristics of his style, with lists of the *voes Vergilianae*. In the same series is included Cicero's *De Senectute* (6d. net), edited on similar lines by Dr. J. S. Reid. The text is preceded by an introduction giving the leading dates in Cicero's career, a list of his extant writings, and short excursions on the principles of criticism, Cicero's Latin style, and the dialogue which forms the text.

Latin Unseens in Prose and Verse, Elementary Section (Blackie, 3d.), is a booklet of thirty-two pages, advancing from simple and compound sentences, illustrating some particular grammatical rule, to extracts of about a dozen to twenty lines each.

From Messrs. Blackie and Son we have received *A First Greek Course* (2s. 6d.), by Dr. W. H. D. Rouse. The author intends the book for fourth-form boys, between fourteen and fifteen, who are already well trained in French and Latin. With this end in view Dr. Rouse has introduced several novelties in arrangement. The grammar is accompanied throughout by reading lessons and conversation. The latter half of the book is occupied by a Compendium of Grammar with the usual paradigms, a summary of syntax rules, and Greek and English Vocabularies. For the convenience of teachers a Companion Reader has been compiled. The fact that *Damon: a Manual of Greek Iambic Composition* (Blackie, 2s. 6d. net) has reached its third edition is evidence sufficient that it has achieved the end its authors, Mr. J. H. Williams and Dr. W. H. D. Rouse, had in view—a graduated and systematic guide to the art of writing Greek Iambics.

The next two books on our list lie quite out of the beaten track, and would charm even the dullest child to learn Latin before he was aware of the fact. *The Story of Robinson Crusoe in Latin* (Longmans, 2s.), it is true, is only an old friend revived, having been edited, amended, and rearranged by Mr. P. Barnett from Goffeaux's version. It is a sound piece of work, but we prefer the arrangement by which, in our own copy, dated 1820, the notes are given at the foot of the page, and the wearisome turning backwards and forwards between text and notes is avoided. The book is dedicated to Mr. Rudyard Kipling! The second work is *Colloquia Latina* (Cambridge University Press, 1s. 6d.), adapted from Erasmus by Mr. G. M. Edwards. The very headlines—in English—ought to make a boy eager to read the Latin page beneath. The Introduction gives a most interesting sketch of the great Humanist's career, and Holbein's portrait of him forms the frontispiece.

FRENCH AND GERMAN

We have before us four new volumes in the Oxford Higher French Series (Clarendon Press) under the general editorship of Mr. Leon Delbos: *Pierrette* by Honoré de Balzac (2s. 6d. net) edited by Miss de Sélincourt; *Choix de Lettres Parisiennes de Madame de Girardin* (2s. 6d. net), edited by F. de Baudiss; Victor Hugo's *Hernani* (2s. net), edited by C. Kemshead; and *Poésies Choisies de Alfred de Musset* (2s. net), edited by C. Edmund Delbos. These titles are indicative of the courage shown by the Delegates of the Clarendon Press in deciding to venture outside the narrow range of reading in French literature to which schools have hitherto been confined. Each of the above volumes contains a contemporary portrait of the author and a bibliography, the introductions are models of what introductions should be, and the notes are bright and interesting.

Two other Clarendon Press publications are also before us: the first, *Feuilletons Choisies* (2s.), edited by Clouesley

Brereton, forms one of the Oxford Modern French Series, and includes half a dozen specimens of that characteristic feature of French journalism which, as Mr. Brereton points out, "had practically to go round the world before obtaining admission to the English Press." There are a few pages of explanatory notes. The second, an illustrated edition of *Premières Notions de Vocabulaire et de Lecture* par J. E. Pichon (1s. 6d.), is based on the principle of the direct method of teaching, there being not a single word of English in the book. A pleasing feature of both these books is the clear and legible type used in their production.

The name of Mr. H. W. Eve on a title-page is a guarantee of sound and scholarly work. The text of his edition of Corneille's *Le Cid* (Cambridge University Press, 2s.) is preceded by a short life and appreciation of Corneille, a *résumé* of the history and legends of the Cid, an analysis of the plot, and notes upon the unities, and the characters of the drama; explanatory notes, indexed, conclude the volume.

Messrs. Macmillan have published Part II. of their *New French Course for Schools* (3s. 6d.) by C. C. Perry and Dr. Albrecht Reum, "based on the principle of the direct method, combining the practical use of the living language, with a systematic study of grammar." The volume is intended more especially for pupils of about twelve to fifteen years of age. Every lesson is accompanied by a *dictée*, a *questionnaire*, and a *devoir*. A series of *Petites Lectures* in poetry and prose is given, followed by a selection of *Chansons avec la mélodie*. Grammatical Exercises and a full vocabulary are included.

The same publishers have added to Siepmann's Primary French Series *Le Petit Ravageot* (1s.), by Jean Macé, extracted from his "Contes du Petit Château." The volume, which has been adapted and edited by Dr. F. W. Wilson, follows the plan of this well-known series; text, notes, and vocabulary being succeeded by Appendices which include a *questionnaire*, words and phrases for *viva voce* drill, exercises on syntax and idioms, passages for translation into French, based on the text, and lastly, a key to words and phrases.

To their series of *Classiques Français* Messrs. Dent have added *Lettres Choisies de Madame de Sévigné* (1s. 6d. net). These immortal letters—readable in any edition—acquire a new charm when they are issued in the delightful format Messrs. Dent have taught us to look for in their publications. A photogravure portrait of "Marie de Rabutin Chantal, marquise de Sévigné parfois, bourgeoise de Paris bien souvent, si délicieusement femme toujours" is prefixed.

From the same publishers comes *Contes Choisies* (4d. net), consisting of extracts from Diderot's "Rêve de Mangogul," and Voltaire's "Zadig" and "Montesquieu et Chesterfield," edited by H. Cammartin and W. Osborne Brigstocke.

Three new volumes in Messrs. Blackie's Modern Language Series lie before us: Xavier de Maistre's *Voyage autour de ma Chambre* (1s. 6d.), edited by Dr. J. E. Michell. The text of this classic is preceded by a short Introduction giving all the necessary information about De Maistre, and is followed by notes literary rather than grammatical, in which the editor draws upon his wide range of reading to illustrate the numerous allusions of his author. Exercises and vocabulary complete the most stimulating edition of the *Voyage* that we have come across. In the same series we have *La Jeunesse de Pierrot*, by Alexandre Dumas (1s. 6d.), edited by Louis A. Barbé, with Notes and Vocabulary, and Octave Feuillet's *Vie de Polichinelle* (1s.)—illustrated—followed by *questionnaire* and vocabulary, but without notes of any kind. In the Little French Classics of the same house are now included Eugène Labiche's *Le Baron de Fourchevif* (8d.), without notes, but containing *questionnaire* and vocabulary; De Laboulaye's *Le Château de la Vie* (6d.), edited by E. B. Le François, with notes and vocabulary; the *Shorter Fables of La Fontaine* (6d.), to which Mr. Arthur H. Wall has furnished notes and vocabulary; and La Bruyère's *Caractères* (4d.), selected and edited, with notes, by M. J. Laffitte. In the *Petits Contes pour les Enfants* of this firm, *La Petite Charité*—text, *questionnaire* and vocabulary, with illustrations, at the moderate price of fourpence—is now issued; for the same sum one can get *Cendrillon: Fée en un Acte*, edited by E. Magee, with stage directions in English and hints on the costumes; *Froschkönig* and *Das Märchen vom Dornröschen*, both by Henny Koch; or *Grossväterchen und Grossmütterchen: Kinderlustspiel in einem Aufzuge*, von Käte Weber. To Blackie's Little German Classics has been added *Bechstein's Märchen* (6d.), selected and edited by Frieda Weekley. Mr. H. G. Atkins's *Skeleton German Grammar* (2s.), now in its third edition, in typography and arrangement is a model of what a schoolbook should be. *O si sic omnes!*

The *Grammaire Française Pratique, basée sur la méthode inductive* (3s. 6d.), of W. G. Hartog, now in its second edition, has been sent us by Messrs. Rivingtons. This grammar is written entirely in French. Part I. (which may be had separately) is

meant for pupils in their second, third, and fourth years of instruction; Part ii. carries the learner slightly beyond the standard required for the London Intermediate B.A.; exercises are given throughout both parts. Mr. C. V. Calvert's *First Book of French Oral Teaching* (Rivingtons, 2s.), with numerous illustrations, has reached its third edition. The book is, in the author's words, "written in a spirit of compromise and in the endeavour to devise a scheme combining the best features of both systems" of language-teaching, the old and the new. The First Sixty Lessons of the above work, phonetically transcribed by D. L. Savory (1s.), have been issued separately. Mr. W. G. Hartog, the general editor of Rivingtons' Direct Method French Series, in his *First Book of Oral French Prose Composition* (1s.) has taken English versions of eight of Grimm's Tales as materials for rendering into French Prose by young pupils, adding a few simple notes of a suggestive kind on difficulties arising in the text. In *Pages Choies des Grands Ecrivains Modernes* (1s. 6d.) the same editor has collected sixteen extracts from standard French authors as a reading book for upper forms, explaining historical and other allusions in notes written in simple French, and adding oral and written exercises at the end.

From the same publishing house, and the same editor, Mr. W. G. Hartog, we have received nine uniform volumes, all illustrated, and the price of each is one shilling. The three new volumes in Rivingtons' Illustrated French Comedies comprise Madame de Girardin's *La Joie fait peur*, Labiche and Jolly's *Le Baron de Fourchevif*, and Labiche and Martin's *Le Voyage de Monsieur Perrichon*. The trio of additions to Rivingtons' New Intermediate French Texts are A. de Musset's *Croisilles*, Prosper Mérimée's *Le Coup de Pistolet* and *Tamango*, and Edmond About's *Les Jumeaux de l'Hôtel Corneille*. In these six volumes the text is followed by notes, oral exercises, and questionnaire, entirely in French. The three additions to Rivingtons' New Junior French Texts are Antoine Galland's *Histoire d'Ali Baba*, Madame de Ségur's *Histoire de la Princesse Rosette*, and Prosper Mérimée's *Mateo Falcone* and *L'Enlèvement de la Redoute*; in each, in addition to the notes, oral exercises and questionnaire, all in French, a vocabulary has been included.

Recent additions to Messrs. Methuen's Simplified French Texts are *L'Histoire d'une Tulipe* (1s.), founded on *La Tulipe Noire* of Alexandre Dumas, adapted by Mr. T. R. N. Crofts; and *Abdallah, ou Le Trêfle à Quatre Feuilles* (1s.), by Edouard Laboulaye, adapted for school reading by J. A. Wilson. In each case a short Introduction and a vocabulary form the only additions to the text.

From Mr. Edward Arnold we have received the first two volumes of his *Lectures Françaises* (Book i., 1s. 3d.; Book ii., 1s. 6d.), in prose and poetry, arranged and in part written by Jetta S. Wolff, with questionnaire and vocabulary. Illustrated with reproductions of works by Lancret, Millet, Püvis de Chavannes, Marie Bashkirtseff, etc. Each book contains a vocabulary. From the same publisher comes *Vier Kleine Lustspiele für die Jugend* (1s. 6d.), by Käte Weber, four original little plays in easy German, suitable alike for reading in class and for being acted by the pupils.

A Practical German Grammar, Reader and Writer. Part ii. By Louis Lubovius. (Blackwood, 3s.) Until quite recently the most general method of teaching modern languages in English schools was to set the student to learn by heart a number of rules with (especially in the case of German) still more numerous exceptions. By this means a certain familiarity with the grammar of the language was acquired, but the student had no proper insight into the general structure, and was frequently unable to make a practical application of the principles he had learned. The newer, easier and more thorough method has been adopted in the book before us. The grammar is learnt from the language and not the language from the grammar, the starting-point being the translation of simple connected sentences. Thus the grammar is taught gradually, and in connection with the language as a whole. In the case of pupils of average intelligence the advantages of this system cannot be too highly estimated.

Lateinisches Elementarbuch für Reformschulen. Von Dr. Wilhelm Kersten. (Leipzig: Freytag, 3m) Griechische Schulgrammatik. Revised by Dr. Florian Weigel. (Vienna: Tempsky, 3k., 10h.) In the teaching of classics to young students the labour involved is considerably lessened by the use of a good text-book. Both of the books before us have been compiled with the object of making the lessons as interesting as possible, thus lightening the task of both teacher and pupil. Dr. Kersten's Elementary Latin Book contains a number of graduated exercises, each one illustrating certain rules which are set forth later on in the book. There is a separate vocabulary to each exercise, and a general one including practically all the words used. Dr. Weigel's Greek

Grammar is less of a translation book but more of a grammar, and German students could scarcely find a better text-book to assist them in learning the language. The rules, which are given with the utmost clearness, are fully explained, and illustrated by means of numerous examples.

HISTORY

SEVERAL of the histories sent us are little more than readers, but two of greater importance are issued by Messrs. Constable: *A History of the Ancient World*, by George Stephen Goodspeed (7s. 6d. net), and *A Short History of Italy*, by Henry Dwight Sedgwick (8s. 6d. net). In Mr. Goodspeed's volume, of course, a severe compression has been necessary, but the author has succeeded in clothing the dry bones of history with a garment of interesting fact; and the need to make a readable book has not led him into accepting as true amusing anecdotes about great men and women which contain no element of truth. They are the bane of modern history books intended for "mere students." His work, so far as we have tested it, is accurate, and it is well and vividly written. It is divided into three sections—(1) The Eastern Empires; (2) The Greek Empires; and (3) The Empire of Rome—each of which is preceded by a "Preliminary Survey": a valuable summary of the salient points in the chapters which follow, and a useful bibliography. A review of each chapter is given at the end, and a general review follows each section. There are maps, plans, charts, and other illustrations; an excellent bibliography for teachers and advanced students; a series of notes on the illustrations is given in appendices; and the index, beside being full, is rendered valuable by the system of marking pronunciation employed. It is a pity that the idea was not extended to the text: we trust that it will be in future editions.

Mr. Sedgwick's *Short History of Italy* deals with the years from 400 A.D. to 1900 in less than five hundred pages, and is of necessity, as the author says, a mere sketch in outline. At the outset Mr. Sedgwick disarms criticism. "It makes no pretence to original investigation, or even to extended examination of the voluminous literature which deals with every part of its subject. . . . So brief a narrative is mainly a work of selection; and perhaps no two persons would agree upon what to put in and what to leave out." We could have wished for compression in one or two instances and for extension in others, but for the most part Mr. Sedgwick's sense of proportion is excellent, and the book gives an accurate impression of Italian history as a whole. Within its limits it may be cordially recommended as a careful piece of work.

From the same publishers—Messrs. Constable—comes a book which teachers and students alike will find very valuable for purposes of reference, if not for continuous study: the *Time Table of Modern History A.D. 400—1870*, compiled and arranged by M. Morison (12s. 6d. net). Parallel tables show at a glance the important events taking place in different countries at the same period, and the genealogical charts and maps are useful. The book is a monument of industry and care.

From Messrs. Longmans comes by far the best of their Historical Series for Schools: Book iii—*An Advanced History of Great Britain from the Earliest Times to the Death of Queen Victoria*, by T. F. Tout (5s.). Professor Tout is a historian of considerable ability and—generally—undoubted impartiality. He weighs and sifts his evidence with the aim of writing history, not a pleasant mixture of facts and fancies; and he never lets his enthusiasm get the better of his judgment. For the series of which this forms the third volume we have nothing but praise. They follow the only possible plan of teaching history effectively: by inculcating a love of the subject for its own sake, with no relation to school tasks. The first volume was designed to meet the needs of junior forms, the second of middle forms, and the third of higher forms; and in each the detail becomes a little fuller, the analysis a little more acute. As a history for students who are within a year or so of leaving school we do not hesitate to say that Professor Tout's is the best obtainable at the present day. There are excellent bibliographies (a valuable feature), maps and plans, genealogical tables, a table of kings and queens, and a list of the chief ministries since 1689. The index is full; a model which index-makers would do well to study.

Though not a new book, *A Short History of Ancient Egypt*, by Percy E. Newberry and John Garstang (Constable, 3s. 6d. net), which takes the reader from the founding of the monarchy to the disintegration of the empire three thousand years afterwards, is too little known. Opinions may differ as to

some of the author's conclusions, but they give in a concise form material which is practically unobtainable elsewhere in so small a compass, and the book will be found useful. A defect which might be remedied in future editions is the absence of a bibliography.

War and Reform, 1780-1837, by Arthur Hassall (Rivington's, 3s.), is an addition to a series of text-books of English history designed for the use of middle and upper classes in which special subjects are taught. Recent contributions by Dr. Holland Rose, M. Coquelle, Professor Oman, Captain Mahan and others have added considerably to our knowledge of the history of the period under review, and the results of their investigations have been incorporated by the author. The "Sketch of the History of Literature during the Period" is extremely superficial, but on the whole the book is well done. As an instance of the author's literary "history" we may take his treatment of Wordsworth:

"During the remainder of his life [after 1816] he busied himself with political and social problems. He sympathised with the Carbonari; he wrote on Education and the Poor Law; he published "Peter Bell", "Sonnets on the River Duddon," and the "Ecclesiastical Sonnets." He died in 1850."

"I should like my epitaph to be: 'He wrote true history,'" said Bishop Creighton in effect. Pressure of ecclesiastical duties prevented his accomplishing half the work he mapped out for himself, but what he did will remain when other historians are forgotten, and he being dead yet speaketh in a little book, very small and very valuable, which Messrs. Longmans send us; for Mrs. Creighton's *Heroes of European History* (1s. 6d.) shows just those qualities—justice, accuracy, grace, and vividness—which marked his work.

From Messrs. Blackie comes a book by Mr. A. R. Hope Moncrieff bearing the same title as Mrs. Creighton's—*Heroes of European History* (1s. 6d.), which we understand is to be changed to *Heroes of the European Nations*. It is rather more "popular," and its object is to give, in simple reading lessons, an outline of the history of Europe "from the early conflicts of Greece with Asia to the great war of the French Revolution." The plan pursued has been to give biographical sketches of the men whose lives have had most influence in each particular epoch, and the selection is good and the idea well carried out. The book will be found useful for lower forms.

A Young Folks' History of England, sent us by Messrs. Relfe, is hardly up to the high standard maintained by these publishers. The language is not simple enough for the students for whom it is apparently intended, and it reads too much like a compilation. There is nothing to hold the attention—an important point in histories for the young—and we regard the absence of notes as a great defect. How are the "young folks" to understand what the Law of Entail was when this is their only clue: "Henry VII.'s reign was chiefly remarkable for the rebellions against the throne, and few good laws, such as the Law of Entail," etc. etc. This is not the way to teach history.

A Primary History of England, by Mrs. Cyril Ransome (Rivingtons, 1s.), is a little book of substantially accurate facts, in which a whole period is summed up in a few words.

For the same class of students an unpretentious little book by Mr. H. R. Hall—*Days before History* (Harrap, 1s.)—will be found of great value. It presents the history of the Stone Age in a story that will engross the attention of boy or girl, and the facts are accurate so far as we have tested them.

It would be difficult to praise too highly Messrs. Blackie's *Readings in English History from Original Sources* (2s.). The volume before us forms Book I. of a series and takes the reader from B.C. 54 to 1154 A.D. by means of extracts from historians. Thus the early chapters consist of carefully selected quotations from Caesar, Pliny, Tacitus, and so on, and the child catches something of the atmosphere of the period he is studying. The illustrations are helpful, and we hope the book will find its way into many schools which teach only dates and names at present. Messrs. Morgan and Bailey's method is one that future school-historians would do well to imitate.

To their series of Raleigh History Readers Messrs. Blackie have added a new volume: *The Growth of Greater Britain*, a sketch of the history of the British Colonies and Dependencies, by F. B. Kirkman. The book is what it pretends to be and no more; but the lack of connection between the episodes seems to us a serious blemish.

A more useful book is the same publishers' *The British Empire in the Nineteenth Century*, which gives in as vivid and interesting a way as the limits of a history-reader permit, "a clear general account of the building up of the British Empire" in the period under discussion. It is sound and written in simple language.

MATHEMATICS

MR. BORCHARDT'S *Arithmetical Types and Examples* (Rivingtons, 3s. 6d.) has already reached a third edition, and it is unnecessary to deal with it at length here. Five new sets of Examples of an easy problem type in the first four rules, compound rules, vulgar fractions, the metric system and percentages have been added and a few slight corrections and alterations made. The book may be obtained with or without answers; and the Examples are issued separately.

Junior Arithmetic, by the same author (Rivingtons, 2s.), is based on Mr. Borchardt's excellent "Arithmetical Types and Examples," but contains new matter. Greater space is devoted to the more elementary parts of the subject, and the difficult sections have been omitted. It appears to have been designed for—and should meet the needs of—pupils studying for Oxford and Cambridge Locals and similar examinations.

Messrs. Macmillan issue the first part of a *Modern Commercial Arithmetic*, by Geo. H. Douglas (1s. 6d.) which should prove useful to teachers of commercial arithmetic in technical schools and to teachers of the commercial side of elementary schools. It contains the notes of lectures given by the author in connection with training courses for teachers of the subject engaged in schools in Yorkshire. A preparatory course in the "fundamental operations" of arithmetic is assumed, and the first part, as the author claims, gives practically all that is required for the elementary stage of commercial arithmetic. We have tested it at several points and found it accurate.

Messrs. Black send us an excellent little book of *Arithmetical Exercises for Junior Forms*, by R. B. Morgan (1s.) of which two other parts are to follow. Wherever possible oral exercises precede written exercises of a mechanical nature, which are succeeded by problems; and each new difficulty is prefaced by a note explaining the method and giving worked examples. This is a valuable plan which we should like to see more widely adopted.

Two admirable books by Mr. Webster Wells, Professor of Mathematics in the Massachusetts Institute of Technology, reach us from Messrs. D. C. Heath: *Algebra for Secondary Schools* (5s.) and *Text-Book in Algebra* (5s.). The first is intended for fairly advanced students and is in many respects similar to the author's "Essentials of Algebra" which is too little known in this country. Many additional topics have been introduced, and the book is carefully compiled. The *Text-Book in Algebra* is an amplification of the "Algebra for Secondary Schools." The first four hundred and fifty-eight pages are identical, but to meet the entrance requirements of more advanced colleges and of scientific schools chapters on compound interest and annuities, continued fractions, summation of series, determinants, theory of equations and solution of higher equations have been added.

Elementary Algebra for the use of Higher Grade and Secondary Schools. By Peter Ross. Part I. (Longmans, 3s.; without answers, 2s. 6d.). The tendency of the modern text-book, as Mr. Ross observes in his introduction, is "to consist of a collection of examples strung together by a few worked out cases, the theory and great underlying principles being almost entirely neglected." Mr. Ross's aim has been to produce a text-book from which the student of any intelligence can gather the principles of Algebra for himself if necessary, without recourse to the teacher. His book supplies a very real want and has been carefully prepared and clearly written.

Mr. A. Leighton's *Elementary Mathematics: Algebra and Geometry* (Blackie, 2s.) has been prepared for the use of pupils beginning the study of mathematics. It covers "algebra as far as quadratic equations; the subject-matter of Euclid's 'Elements'—Books I. and II. (to illustrate certain algebraic identities), and Book III. the mensuration of plane figures and of the simpler solids; and similar figures." Within its limits the book is a useful one, but we think the introduction of a little more explanation would have added considerably to its value.

"It has long been felt," says Mr. E. J. Edwardes, the author of *The Elements of Plane Geometry* (Arnold, 3s. 6d.), "that some substitute for Euclid is required; my aim in this work has been to unfold the Elements of Plane Geometry in the simplest and easiest manner possible." The book is intended for use in schools and colleges, but, so successful has Mr. Edwardes's attempt been, it may be used by an intelligent student without the assistance of the teacher. It is, throughout, admirably clear and lucid.

Gradually the old unintelligent methods of teaching are being superseded, and the way of the student of mathematics

MACMILLAN'S EDUCATIONAL LIST.

FIRST LATIN BOOK. By W. H. S. JONES, M.A., Perse School, Cambridge. Globe 8vo, 1s. 6d.

* * * A First Year's Course on the Reform method, with numerous Exercises, Grammatical Drill Tables, Latin Songs with Music, Summaries for Revision, Picture Composition Lessons, Vocabulary, etc. etc.

LIFE IN ANCIENT ATHENS: The Social and Public Life of a Classical Athenian from Day to Day. By Professor T. G. TUCKER, Litt.D. (Camb.) Illustrated, extra crown 8vo, 5s.

TRIGONOMETRY FOR BEGINNERS. By Rev. J. B. LOCK, M.A., and J. M. CHILD, B.A. Globe 8vo, 2s. 6d.

SCHOOLMASTER.—“We have nothing but praise for this book, for it demonstrates quite clearly that trigonometry is eminently a practical subject, and therefore can be made interesting. . . . The book should have a great sale.”

A PUBLIC SCHOOL FRENCH PRIMER. Comprising Reader, Grammar, and Exercises, with a Chapter on French Sounds and Lists of Words for Practice in Pronunciation and Spelling. By OTTO SIEPMANN and EUGÈNE PELLISSIER. Crown 8vo, 3s. 6d.

TEACHER.—“This volume will add to the laurels which the authors have already won in the field of modern languages; we have the highest opinion of the book, and are sure that it will prove a most effective class-book.”

NEW FRENCH COURSE FOR SCHOOLS. Based on the Principle of the Direct Method, combining the Practical Use of the Living Language with a Systematic Study of Grammar. By CHARLES COPLAND PERRY, New College, Oxford—Dr. Phil. Marburg, Prussia, and Dr. ALBRECHT REUM, Oberlehrer am Vitzhumschen Gymnasium, Dresden. Crown 8vo. Part I., with an Introductory Chapter on French Pronunciation, 1s. 6d.; Part II., 3s. 6d.

A HEALTH READER. By C. E. SHELLY, M.A., M.D., and E. STENHOUSE, B.Sc. Illustrated. In Three Books. Globe 8vo. Book I. (for children 9 to 10 years of age), 1s.

Cambridge Local Examinations, 1907.

RELIGIOUS KNOWLEDGE.		ENGLISH—continued.	
The Gospel according to St. Matthew. The Greek Text. With Introduction and Notes. By Rev. A. SLOMAN, M.A. (Preliminary, Junior and Senior)	2 6	Nesfield's English Grammar, Past and Present	1 4 6
The Acts of the Apostles. Authorised Version. With Notes. By T. E. PAGE, M.A., and Rev. A. S. WALPOLE, M.A. (Junior and Senior)	2 6	KEY, for Teachers only, 2s. 6d. net.	
The Greek Text. With Notes. By T. E. PAGE, M.A. (Junior and Senior)	3 6	Errors in English Composition	1 3 6
The Epistle to the Galatians. An Essay. By E. H. AKEWITT, D.D. (Senior) net	3 6	LATIN.	
ENGLISH.		Cæsar's De Bello Gallico. Book VII. With Notes and Vocabulary by J. BOND and A. S. WALPOLE. (Junior)	1 6
De Foe's Robinson Crusoe. (Preliminary)	2 6	De Bello Civili. Book I. With Notes and Vocabulary by H. MONTGOMERY. (Senior)	1 6
Macaulay's Lays of Ancient Rome. W. T. WEBB. (This volume contains "Horatius," "Lake Regillus," and "The Armada.") (Preliminary)	1 9	Virgil's Aeneid. Book IX. With Notes and Vocabulary by H. M. STEPHENSON. (Junior and Senior)	1 6
Shakespeare's As You Like It. K. DEIGHTON. (Junior and Senior)	1 9	Cicero's De Senectute. With Notes and Vocabulary by E. S. SHUCKBURNHURST. (Senior)	1 6
King Lear. By K. DEIGHTON. (Senior)	1 9	Horace's Epistles. A. S. WILKINS. (Senior)	1 5 0
Ransome's Short Studies of Shakespeare's Plays. King Lear. (Senior.) Sewed	0 9	GREEK.	
Scott's Talsman. With Introduction and Notes. (Junior and Senior)	2 6	Xenophon's Anabasis. Book VI. With Notes and Vocabulary by G. H. NALL. (Junior)	1 6
Goldsmith's Traveller and The Deserted Village. A. BARRETT (Junior)	1 9	Euripides's Iphigenia at Aulis. E. B. ENGLAND. (Junior and Senior) net	6 0
Southey's Life of Nelson. M. MACMILLAN. (Junior)	3 0	Demosthenes's First Philippic. T. GWATKIN. (Senior)	1 2 6
Milton's Paradise Lost. Books I. and II. M. MACMILLAN. (Senior)	1 9	Philippic I., etc. J. E. SANDYS. (Senior)	1 5 0
Gray's Poems. J. BRADSHAW. (Senior)	1 9	Second Philippic, etc. J. E. SANDYS. (Senior)	1 5 0
Nesfield's Outline of English Grammar. (Adapted to the Preliminary and Junior Local Examinations)	1 6	Homer's Iliad. Books I, IX, XI, XVI, to XXIV. J. H. PRATT and W. LEAF. (Senior)	1 5 0
KEY, for Teachers only, 2s. 6d. net.		FRENCH.	
Junior Course of English Composition. (Adapted to the Junior Course)	1 6	Cornellie's Le Cid. G. E. FASNACHT. (Senior)	1 1 0
Senior Course of English Composition. (Adapted to the Senior Course)	3 6	GERMAN.	
KEY, for Teachers only, 1s. net.		Schiller's Wilhelm Tell. G. E. FASNACHT. (Senior)	1 2 6
Manual of English Grammar and Composition. (Adapted to the Senior Course)	2 6	Wilhelm Tell. W. H. CARRUTH. (Senior)	1 3 6
KEY, for Teachers only, 2s. 6d. net.			

College of Preceptors Examinations, 1907.

LATIN AND GREEK.		ENGLISH.	
Welch and Duffield's Exercises in Unseen Translation in Latin	1 6	Shakespeare's As You Like It. K. DEIGHTON. (First and Second Class)	1 2 9
Alford's Latin Passages for Translation	3 0	Coriolanus. K. DEIGHTON. (First and Second Class)	1 2 9
Cæsar's Gallic War. J. BOND and A. S. WALPOLE. (First, Second and Third Class)	4 6	Tennyson's Poetical Works. Globe Edition. (This volume contains "The Lady of Shalott" and other Poems, and "English Idyls" and other Poems.) (First Class)	3 6
Gallic War. Book IV. C. BRYANS. (First Class)	1 6	School Edition of Tennyson's Works. Part I. (This volume contains "The Lady of Shalott" and other Poems, and "English Idyls" and other Poems.) (First Class)	2 6
Gallic War. Book V. C. COLBECK. (First and Second Class)	1 6	Scott's Marmion. M. MACMILLAN. 3s. (Second and Third Class.) Sewed	0 6
Gallic War. Book VII. J. BOND and A. S. WALPOLE. (First, Second and Third Class)	1 6	Macaulay's Horatius. W. T. WEBB. (Third Class)	0 6
Virgil's Aeneid. Book IX. H. M. STEPHENSON. (First and Second Class)	1 6	Lays of Ancient Rome (containing "Horatius" and "The Armada"). W. T. WEBB. (Third Class)	1 9
Horace's Odes. Book IV. T. E. PAGE. 1s. 6d. (First Class.) Edited by the same	2 0	Saintsbury's Short History of English Literature.	8 6
Cicero's De Senectute. E. S. SHUCKBURNHURST. (First Class)	1 6	SCRIPTURE HISTORY.	
Xenophon's Anabasis. Book VI. G. H. NALL. (First and Second Class)	1 6	The Gospel according to St. Matthew. The Greek Text. With Introduction and Notes. By Rev. A. SLOMAN	2 6
Euripides's Medea. M. A. BAYFIELD. (First Class)	1 6	Acts of the Apostles—Authorised Version. With Notes. By T. E. PAGE and Rev. A. S. WALPOLE	2 6
Medea. A. W. VERRALL. (First Class)	2 6	The Greek Text. With Notes. By T. E. PAGE	3 6
Iphigenia at Aulis. E. B. ENGLAND. (First Class)	net 6 0		
Eutropius. Book I. and II. W. WELCH and C. G. DUFFIELD. (Third Class)	1 6		
Peacock and Bell's Passages for Greek Translation	1 6		

is becoming less a bed of thorns. Messrs. H. C. Payne and R. C. Fawdry deserve the thanks alike of teachers and pupils for a book the value of which it would be difficult to over-estimate: *Practical Trigonometry* (Arnold, 2s. 6d.). It is intended to give the reader a thorough working knowledge of elementary trigonometry without making the subject repulsive by mechanical repetition of examples. Enough varied examples are given to keep the pupil constantly in touch with what he has already learnt, but the unintelligent masses one is accustomed to find are absent. We trust they will not reappear in the next trigonometry book that comes into our hands.

GEOGRAPHY

THE Oxford Geographies, vol. i. *The Preliminary Geography*. By A. J. Herbertson. (Oxford: Clarendon Press, 1s. 6d.).—The second volume of this valuable series has already appeared and has earned the wide appreciation it merited. The third has yet to appear, but each may be used independently of the other two. Dr. Herbertson's work is invariably sound and scholarly, and the book before us is proof of the value of the methods of teaching geography at Oxford to-day. There is more in it to stimulate the mind of the pupil than in all the geography books of our childhood put together.

The British Empire. Selected and edited by Mrs. F. D. Herbertson. (Black, 2s. 6d.).—This well illustrated little book is apparently the first of a new series of Descriptive Geographies from Original Sources which, if succeeding volumes are of equal merit should prove even more attractive than Messrs. Black's Descriptive Geographies of the World, in which the plan of teaching geography by means of quotations from original authorities was adopted in preference to the customary digest, "touched up" by the "historian." The book before us consists for the most part of extracts from the earlier series, some of which have been slightly simplified; and a commentary which links the extracts together replaces the indices, which were considered too difficult for junior pupils. The bibliography has been omitted; and in a work of this class it is no great loss.

A Scientific Geography. Book III.: Europe. By Ellis W. Heaton. (Ralph Holland, 1s. 6d. net).—This is the third of a projected series of six books. The author takes it for granted that the student has mastered the leading facts of the subject, and his aim is "to associate those facts in a way that not only makes them interesting, but affords at least some explanation of them—to be suggestive rather than exhaustive." He holds that it is best to associate historic places with historical incidents in their proper place, and that side of the subject is treated only incidentally. There are useful maps and diagrams, and a short glossary of geological terms used in the text. The author's English is not above reproach.

A Survey of the British Empire: Historical, Geographical, and Commercial (Blackie), gives, in broad outline, in the earlier chapters, an account of the British Empire as it is to-day, and of the process of empire-building. The second part is devoted to the commercial aspect. A brief explanation of the nature and importance of international trade is followed by a survey of the trades of each part of the Empire, and the principal commodities are dealt with singly in systematic order. A tabular view of the Empire, a chronological summary, a short list of Empire-builders, and a geographical summary add considerably to the value of a book we can heartily commend.

The New Century Geography Readers. Book VI.: Geography of Greater Britain. (Blackie, 1s. 6d.).—The last volume of Messrs. Blackie's series of Geography Readers is in every way a worthy successor to its predecessors. It is well-illustrated and gives an entertaining and substantially accurate account of the different countries under the British flag, and the author (or authors, for the title-page names no name) show an excellent sense of proportion. The synopses are good and the maps clear.

Messrs. W. and A. K. Johnston send us a new and revised edition of their indispensable *Multum in Parvo Atlas of the World*, with descriptive text. The index is a Gazetteer in itself, and it is hardly necessary at this date to say that the maps are well-defined. It is a book which no school should be without.

A Geography of Europe and the British Isles. By Lilius Milroy. (Blackie, 2s.). "This text-book for junior [and middle, cf. title-page] forms endeavours to avoid the dangers consequent on presenting mere tabular lists of facts to be learnt by the pupil as home-work," says the author. It is not very successful in avoiding those dangers, and it is badly written.

Messrs. Philip send us a *Progressive Atlas of Comparative Geography*, edited by P. H. L'Estrange (3s. 6d. net), with one hundred and seventy-two maps and diagrams on seventy-two plates. It consists of the maps which were included in Mr. L'Estrange's larger "Progressive Course of Comparative Geography," which is too well-known to call for comment here, and there is a good index.

Messrs. W. and A. K. Johnston make a special feature of maps, and we have received two excellent specimens—the *Bathy-Orographical* and *Rainfall* maps of the British Isles. They are well mounted on canvas, with rollers at 4s. each, and may be obtained in sheet at 3s. each. They should be on the walls of every school in whose course scientific Geography finds a place.

READERS

MESSRS. BLACKIE issue the first seven volumes of a new series: The Plain-Text Shakespeare. Those before us are *The Tempest*, *King Richard II.*, *King Richard III.*, *The Merchant of Venice*, *Coriolanus*, *As You Like It* and *King Henry V.* As the title of the series implies, there are no notes, and the text follows the Junior School Shakespeare in omitting everything which is considered by the editor to be undesirable for class reading. They are well worth the modest price (4d. each) asked for them.

To the excellent series of Epochs of English Literature, which we noticed in a former Supplement, Mr. Arnold has added two new volumes: *The Shakespeare Epoch* and *The Milton Epoch*, by J. C. Stobert (1s. 6d. each). The selections have been carefully made, the introductions are scholarly and not too long, and there are good notes and glossarial indices.

Messrs. Ralph, Holland send us a new volume of their Shakespeare—*The Tempest* (2s)—with introduction, full text, notes, glossary, examination questions, and an index to the notes. Mr. C. W. Crook is responsible for the series, and we referred to his methods in terms of high praise when noticing earlier volumes. "The Tempest" is in every way worthy of its predecessors. The preliminary matter gives the student everything he will need to learn during his schooldays.

Another excellent reader is Mr. W. Murison's edition of *The Traveller and The Deserted Village* in the Pitt Press series (Cambridge University Press, 1s. 6d.). The introduction is brief but adequate, and the notes full.

Selections from Tennyson: *Tiresias and other Poems*, with an introduction and notes by F. J. Rowe and W. T. Webb, reaches us from Messrs. Macmillan (2s. 6d.). We do not know what considerations influenced the choice of a title, but Tiresias comes last in the volume. The other poems given are "A Dream of Fair Women," the "Ode on the Death of the Duke of Wellington," "Maud," "The Coming of Arthur," and "The Passing of Arthur." There is a good general introduction, and the notes are full—a little too full we are inclined to think.

A very welcome reader has been added to Messrs. Bell's English Texts for Secondary Schools: *Charles Lamb: Essays and Letters*, selected and edited by A. Guthkelch (1s. 4d.). This little volume contains ten of Lamb's essays (including the "Dissertation on Roast Pig"), sixteen of his letters, and one or two minor pieces, arranged, with short introductions with a view to giving "a more or less connected account of his life." There are good notes, references to quotations, and a short bibliographical note, and the book is in every way calculated to induce a love of Gentle Elia that age will not diminish.

A Tale of Two Cities, arranged and edited by J. Connolly, and *Ivanhoe*, arranged and edited by the Rev. C. F. A. Wimberley (1s. 6d. each) are new additions to Mr. Edward Arnold's English Literature Series. Both are intended for small children, for use, as the publisher puts it, "as a reading-book in school and at home," and they have been, of course, considerably cut down; but the work has been carefully carried out, and the books will serve the purpose for which they are intended.

From Messrs. Oliver and Boyd we have received two readers of an even more elementary type: *The Excelsior Readers*, Books I. and II. (9d. and 10d.). They are well illustrated and the pieces included in them should make reading a pleasure to very small children to whom it would otherwise be a pain.

English Lessons. No. 1. By Alsonia. (Murby, 2s.).—This book, which is designed especially for teaching English to foreigners of practically any nationality, is of a kind seldom seen in this country. It is the first of a series of five and is evidently intended for young students, as the lessons are given in a very elementary fashion and are accompanied by curious and childish illustrations. At the end of the book there is an alphabetical list of the words used in it with their pronunciation, a very necessary addition, as the seeming inconsistencies of English pronunciation must offer great difficulties to foreigners. If placed in the hands of a capable teacher, this book might be of

some assistance to a foreigner wishing to learn English, but it would be of little use otherwise.

Messrs. Charles and Dibble send us two books for small children: "Observation Lessons in Plant Life," by F. H. Shoosmith, in which the subjects are arranged seasonably for a full year's work, beginning with seeds in January and ending with holly and mistletoe in December, and "Nature Walks and Talks," by Florence B. Tindall. Both volumes are well-illustrated.

THE BOY'S DIGESTION

The Public Schools from Within. Essays by Schoolmasters. (Sampson Low.)

THE opinions of specialists command scant attention in these days when the layman, inspired by his particular brand of halfpenny paper, claims to be in a position to lay down the law on war, diplomacy, medicine, and any other subject to which he has not devoted a lifetime of work and thought. Still we would commend this volume to the earnest and, if possible, respectful attention of the parent.

In it he will find eight chapters devoted to Class-room studies, six to Auxiliary studies, and many others glancing at nearly every facet of the many-sided boy-life of our Public Schools, and nearly all written by men who are actually engaged in teaching. "The most obvious weakness of the schools" (it is pointed out in the Introduction) "appears to lie not in conservatism or supineness, but in a state of uncertainty and confusion which is caused mainly by the profusion of advice shouted from all sides." Exactly; the very number of chapters in this book bear out this suggestion.

"A boy's brain" to quote from Mr. Page's chapter on Classics "is not, any more than his stomach, capable of all things. His mental like his physical digestion does best on simple diet. About two solid courses supplemented by some trifles that suit his taste would promote his health and vigour." Now in choosing these two solid courses it cannot be too much emphasised that they must be such as will enable the progress of the boy to be noted and measured week by week, and this requirement classics and mathematics amply fulfil. Latin composition in lower forms is an infallible test showing up clearly the efforts made to correct yesterday's faults, and the increased power of using each new rule taught. Doubtless science, when its teaching methods are systematised in the same way, will prove of equal value, but it must be remembered that it is handicapped by the subjects mentioned above having gained a start of many centuries: How best to teach a subject is not discovered in a decade or two.

In writing his chapter on Science Mr. Eggar takes as his text Professor Armstrong's dictum that school science is not worth having. Now that gentleman is the great exponent of what is called the "heuristic" method of teaching, which undoubtedly is of great value when gradually and carefully introduced on the top of a solid foundation of facts thoroughly learnt from books or from the master. But work—honest, uninteresting, hard grind—is as necessary and inevitable now in all subjects as ever it was in the days of our predecessors and the foundation laid by it is the only thing that makes safe the further advance to original observation and research; wherefore the practical master will make use of the heuristic method (he will not call it by that name) or of any other only as far as he finds he can safely weld it into his own system.

Mr. Arthur Hassall in his essay on History makes a somewhat unexpected protest against the neglect of classical history in the supposed interest of mediæval and modern history, but his contentions seem to us undeniably sound, and, to quote the introductory chapter again, are "independent corroboration from an unexpected quarter of Mr. Page's warning against the danger of letting classical studies drop out."

"Teaching to think" is the title of a chapter by Mr. R. Somervell, the author, if we mistake not, of one of the most valuable little books ever written on the analysis of the English Sentence, and he goes to the root of the matter in saying that no rules can be laid down as to when and how the highest ends of teaching can be pursued. The seizing the right moment is an inspiration. That is as much as it is safe for one man to tell another; each must learn it for himself.

According to Mr. P. W. Headley: "It is most desirable" in the study of Natural History "that boys should keep note-books or pocket-books in which to record what they observe," but that is not the kind of boy we ourselves should like to take out for a walk, and his statement that "in many preparatory schools the tendency is to coop boys up more and more" is on all fours with Professor Armstrong's opinion quoted previously. Frankly, the public school master knows nothing about boys from nine to twelve years of age any more than a University Lecturer does of boys under sixteen. Let each "stick to his last."

Messrs. Constable's List

A TREASURY OF ENGLISH LITERATURE

Selected and arranged by KATE M. WARREN
Lecturer in English Language and Literature at Westfield College (University of London), and Deputy Assistant Lecturer in the same at Bedford College for Women (University of London),
with an introduction by

STOPFORD A. BROOKE, M.A.

Demy 8vo. Over 1000 pages. Price, 7s. 6d. net.

The Athenæum says:

Sound literary judgment, scholastic experience, and a knowledge of the best English writers of all ages are employed with happy results in the making of Miss Kate Warren's "Treasury of English Literature."

The London Quarterly Review says:

A treasury which every lover of English literature will find a source of constant pleasure.

The Daily Graphic says:

A companion to Mr. Stopford Brooke's invaluable little Primer of English Literature, illustrating by prose and verse selections in its literary history and criticism.

The Catholic Times says:

The introduction by Mr. Stopford Brooke is a charming and informing essay on English literature by a writer whose knowledge of the subject is scarcely equalled.

The School Guardian says:

A well-proportioned, representative selection of passages from English writers extending over a period of something like eleven hundred years, beginning with those of the seventh century and coming down to Robert Burns.

The Guardian says:

Must beyond doubt be accorded a high place in ranks of such literature. Admirably chosen and arranged.

The School Government Chronicle says:

This "Treasury of English Literature" appears at a juncture of real need, but also of great promise for its immediate and progressive acceptance as a standard work for teachers and students of every degree, and as the life-long companion and friend of the intelligent general reader.

The Daily Chronicle says:

A selection from English verse and prose . . . beginning with the seventh century and ending with Burns, is designed especially to accompany and illustrate Mr. Stopford Brooke's famous "Primer."

AN ENGLISH GARNER.

Ingatherings from Our History and Literature, arranged in periods, each volume edited and with an introduction by an authority. Now complete in twelve uniform vols. of about 400 8vo pages each. Price 4s. net per vol.

ENGLISH REPRINTS.

A Collection of 30 volumes, sold separately, comprising Prof. ARBER'S selections from the classics of English Literature. With Memoirs, Introductions, Bibliographies, Reproductions of the Original Title-pages, etc. Fcap. 8vo, cloth gilt. List and prices on application.

SPENSER'S FAERIE QUEENE.

Edited by KATE M. WARREN. In 6 vols., fcap. 8vo, cloth, 1s. 6d. net per vol. Presentation edition, with Photogravure Fronts, cloth gilt, 15s. net the set.

THE POETRY OF CHAUCER.

By ROBERT K. ROOT, of the English Department, Princetown University. Crown 8vo, 6s. net.

TACITUS, AND OTHER ROMAN STUDIES.

By Professor BASTON BOISSIER. Translated by W. G. HUTCHISON. Demy 8vo, 6s. net.

THE AGAMEMNON OF ÆSCHYLUS.

Translated into English Verse. By Rev. EDWARD THRING, late Headmaster of Uppington. Crown 8vo, Cheap edition, cloth, 3s. 6d. net.

SEXTI PROPERTI OPERA OMNIA.

With a Commentary by HAROLD E. BUTLER, Fellow, Tutor, and Librarian, New College, Oxford. Crown 8vo, 8s. 6d. net.

LONDON: ARCHIBALD CONSTABLE & Co., LTD.

CAMBRIDGE UNIVERSITY PRESS

STUDIES IN EDUCATION DURING THE AGE OF THE RENAISSANCE, 1400-1600

By W. H. WOODWARD, Professor of Education in the University of Liverpool. Crown 8vo, 4s. 6d. net.

The subject of the present volume appeals to all those who are concerned in classical education and desire to make acquaintance with the achievements of the great scholars and teachers who laid the foundation of higher education for the modern world. The theme of the book, viewed as a whole, will be seen to be the origin and development of the idea of a liberal education—embracing character, manners, and instruction—during the two important formative centuries of modern Europe.

COLLOQUIA LATINA

Adapted from Erasmus. With Notes and Vocabulary by G. M. EDWARDS, M.A., Fellow and Lecturer of Sidney Sussex College, Cambridge. 1s. 6d.

The original text of Erasmus has been freely dealt with in order to secure greater simplicity of vocabulary and syntax, and some of the dialogues have been considerably shortened. It is hoped that a selection of "dramatic idylls," thus adapted, will prove a useful and entertaining reading-book for young students.

THE RESTORED PRONUNCIATION OF GREEK AND LATIN

With Tables and Practical Illustrations. By E. V. ARNOLD, Litt.D., and R. S. CONWAY, Litt.D. Third and Revised Edition (embodying the scheme approved for Latin by the Classical Association). Demy 8vo, paper covers, 1s.

THE TEACHING OF MODERN FOREIGN LANGUAGES AND THE TRAINING OF TEACHERS

By KARL BREUL, Litt.D., Ph.D., Cambridge University Reader in Germanic. Third Edition, Revised and Enlarged. Crown 8vo, 2s. net.

A NEW METHOD OF TEACHING CHEMISTRY IN SCHOOLS

By A. M. HUGHES, B.Sc. Lond., Science Mistress of the L.C.C. Secondary School, Eltham; and R. STERN, B.Sc. Lond., Science Mistress of the North London Collegiate School. Crown 8vo, 3s. net.

EXTRACT FROM PREFACE.—"In this little book we have endeavoured to work out a new method of teaching elementary Chemistry in schools—a method based entirely upon the principle of working from the known to the unknown... The children build up step by step their knowledge of many chemical substances which they have themselves prepared and of which they have found the properties. In this way the children are taught to realise that the science is intimately connected with their everyday life."

London: CAMBRIDGE UNIVERSITY PRESS WAREHOUSE
FETTER LANE—C. F. CLAY, MANAGER.

OXFORD UNIVERSITY PRESS

A School Course of Mathematics.

By DAVID MAIR. Crown 8vo, 3s. 6d.

BRITAIN AND THE BRITISH SEAS. Second Edition. By H. J. MACKINDER. Large 8vo, with Maps and Diagrams. 7s. 6d. net.

[Regions of the World Series.]

SOPHOCLES' ANTIGONE. Translated by R. WHITELAW. With Introduction and Notes by J. CHURTON COLLINS. Fcap 8vo. 1s. net.

SENTENCE ANALYSIS. By one of the Editors of "The King's English." Crown 8vo, 1s. 6d.

Oxford Higher French Series.

Edited by LEON DELBOS, M.A.
Crown 8vo.

LETTRES PARISIENNES. By MADAME DE GIRARDIN. Edited by F. DE BAUDISS. 2s. 6d. net.

HERNANI. By VICTOR HUGO. Edited by C. KEMSHEAD. 2s. net.

PIERRETTE. By HONORÉ DE BALZAC. Edited by THÉODORA DE SÉLINCOURT. 2s. 6d. net.

RACINE ET SHAKESPEARE. By STENDHAL (HENRI BEYLE). Edited by LEON DELBOS. 3s. net.

DE CASTELLANE'S VIE MILITAIRE. Edited by W. G. HARTOG. Crown 8vo, 2s. [Oxford Modern French Series.]

SELECT EPIGRAMS OF MARTIAL. Books VII-XII. Edited from the Text of Professor LINDSAY, by R. T. BRIDGE, M.A., and G. D. C. LAKE, M.A. Crown 8vo, 3s. 6d.

THE MENEXENUS OF PLATO. Edited, with Introduction and Notes, by J. A. SHAWYER, M.A. Crown 8vo, 2s.

EDUCATIONAL CATALOGUE POST FREE ON APPLICATION.

London: HENRY FROWDE, Oxford University Press, Amen Corner, E.C.

From THE DE LA MORE PRESS LIST.

A Notable Discovery by Mr. Robert Mond.

ARAMAIC PAPYRI: DISCOVERED AT ASSUAN

Edited by Prof. A. H. SAYCE, with the assistance of A. E. COWLEY: and with Appendices by W. SPIEGELBERG and SEYMOUR DE RICCI. Double crown folio, in portfolio, 1 Guinea net.

Contents—General and Grammatical Introductions. Appendix I.—Explanation of Egyptian Names. Appendix II.—Bibliography—Translation of the Text, with Commentary—Index of Proper Names—Glossary Texts—Facsimiles.

BURMA: a Handbook of Practical, Commercial and Political Information.

By (Sir) GEORGE SCOTT, K.C.I.E., Author of "The Burman: his Life and Notions." Special Cover Design, with many Illustrations and Map, Appendices on the Shan States, and other subjects. Crown 8vo, cloth 10s. 6d. net.

HYPNOTISM: Its History, Practice, and Theory.

By J. MILNE BRAMWELL, M.B., C.M. Demy 8vo, cloth, 18s. net.

The chief aim of this monograph is to draw the attention of medical men to the therapeutic value of hypnotism. The author has devoted the last twelve years to hypnotic practice and research, and his personal observation of the practical work done in France, Germany, Sweden, Holland, Switzerland, and Belgium should also make the volume a valuable addition to the science of a subject which is exciting much interest at the present time.

LOGIC, DEDUCTIVE & INDUCTIVE.

By CARVETH READ, M.A., Professor of Logic at University College, Third Edition, revised and enlarged. Crown 8vo, 6s.

THE STUDY OF PLANT LIFE FOR YOUNG PEOPLE

By M. C. STOPES, D.Sc. London. Designed Cover. Illustrated with Plates and numerous Diagrams. Royal 8vo, cloth, 2s. 6d. net.

ALEXANDER MORING, LTD., 32 George Street, Hanover Square, London. W.

SOME PAGES OF LEVANTINE HISTORY

By the Rev. H. T. FORBES DUCKWORTH, Professor of Theology at Trinity University, Toronto; and formerly British Chaplain at Nicosia, Cyprus. With illustrations and map. Crown 8vo, cloth.

A FIRST GERMAN COURSE FOR SCIENCE STUDENTS

By Professor H. G. FIELDER, Professor of German at the University of Birmingham, and F. E. SANDBACH, Lecturer in German at the University of Birmingham. With Diagrams. Square 8vo, 2s. 6d. net.

This book is intended for science students who desire to read, with the expenditure of the minimum amount of time, scientific text-books in German. The grammatical portion is simple in arrangement and brief, while the leading examples will be found of great assistance, and the diagrams illustrating scientific instruments and experiments help to fix the names in the memory.

A SECOND GERMAN COURSE FOR SCIENCE STUDENTS.

Readings from Recent German Scientific Publications, Selected, Arranged, and Annotated by H. G. FIELDER and F. E. SANDBACH. Square 8vo, cloth, 2s. 6d. net.

"BUCK" WHALEY'S MEMOIRS

Written by himself. Edited, with Notes, Introductions, and 10 Illustrations in Photogravure. By Sir EDWARD SULLIVAN, Bart. Now published for the first time from the original manuscript of 1797. Royal 8vo, 21s. net.

A MANUAL OF COSTUME

As Illustrated by Monumental Brasses. By HERBERT DRUITT. Indispensable Handbook for all interested in Brasses, Costume and Mediaeval Archaeology. Profusely Illustrated. Demy 8vo, gilt top, 10s. 6d. net.

A Complete Catalogue will be forwarded on application.

THE ENGLISH ASSOCIATION

I READILY accept the Editor's courteous invitation to declare here my firm belief that the English Association, which was formally inaugurated on Saturday last at University College, Gower Street, is designed to render an urgently needed public service. The main object of the society is to enforce the truth, which though apparently a truism, has never been fully apprehended in this country, that the accurate and pliant writing of English, the correct speaking of English and the just appreciation of English literature are not less important but more important acquirements than any other that can come of educational training. No sensible person would wish to exclude from their due place in the modern educational system the classics or modern languages or mathematics or the sciences or technical subjects. The English teachers and the advocates of English teaching who have called the English Association into being, preach, as I understand their aim, no more revolutionary doctrine than that whatever else is well taught in English schools and colleges, English should be well taught there too. It is for the English Association, in my view, to impress beyond all risk of misunderstanding this saving creed on the mind of the nation, and especially on those who are responsible for the instruction of secondary schools and universities.

Collateral purposes of the association are to afford opportunities of intercourse and co-operation among all who are interested in English language and literature; to discuss methods of teaching English and the co-relation of school and university work; and to encourage and facilitate advanced study in English language and literature. Every means that is calculated to maintain correct usage in spoken and written English lies within the Association's scheme of work. But it seems clear that its vital objects can only be fully realised if the educational authorities, through all the ranks of the hierarchy, put their shoulders vigorously to the wheel.

In spite of sporadic improvements in the position of affairs during the past quarter of a century, it is still possible for young Englishmen to pass quite creditably through public schools and the older universities without acquiring any sound knowledge of the range and fascination of English literature or, what is more important, the power of expressing themselves clearly and effectively in their own tongue. There may be differences of opinion as to how far literary taste or feeling may be communicable by teacher to pupil, although an efficient teacher can do much in this direction, if literary instruction begin early in the pupil's career, and continue late. But no doubt at all can exist of the possibility of instructing youth in the art of clear and effective expression. It is only by constant practice in composition that a perspicuous and supple style of writing is attainable. Any educational course which fails to provide for such uninterrupted training of the pen is worthy of summary condemnation. On that theme the greatest English writer on education long since pronounced the last word. "Whatever foreign languages a young man meddles with (and the more he knows the better)," wrote Locke two hundred and fourteen years ago, "that which he should critically study and labour to get a facility, clearness and elegance to express himself in, should be his own, and to this purpose he should be daily exercised in it."

The present system of higher education in England commonly treats both English literature and English composition as only fit, even in the pupil's early career, for spasmodic and somewhat scornful notice. In the later stages of his training both subjects are often withdrawn from his attention altogether.

The competitive examinations for public offices seriously influence educational standards and methods through the country. Happily there essay-writing always finds a place. But the study of English language and literature,

on which English composition must always chiefly depend for its real virtue, is treated, as a rule, with scant courtesy. Even English composition carries, in the Civil Service Examinations, marks which do inadequate justice to the supreme importance and utility of the subject. In the highest examination for first-class posts at home, in India and the Colonies, it is placed on a level in mark-value with Greek history and with Roman history and with Roman Law. It ranks twenty per cent. below Sanskrit, Arabic, any one modern European language or any one natural science; nearly eighty per cent. below either Latin or Greek, and fully one hundred and thirty per cent. below either "Mathematics" or "Advanced Mathematics." The purely optional papers on English Language and Literature are meanwhile allotted in the same examination a gross maximum of six hundred marks, while Latin and Greek are reckoned at nine hundred marks each, and the two divisions of mathematics at twelve hundred marks each. In no rationally conceived scheme of English education or of public examination should English composition or English literature suffer such humiliating treatment. At any rate, essay-writing should hold a place apart from and above every other topic. No surer test could be devised of the general capacity, knowledge and judgment of the candidate than the English essay, were English composition recognised in English schools and universities to be the essential complement and inseparable companion of all other studies from end to end of the curriculum.

In France, Germany, and America the teaching of the vernacular literature, and of composition in the vernacular language, is treated not only as the basis but as the coping-stone of all intellectual development. Again Locke points the moral which few Englishmen heed: "We see," he writes, "the policy of some of our neighbours has not thought it beneath the public care to promote and reward the improvement of their own language. Polishing and enriching their tongue is no small business amongst them; it hath colleges and stipends appointed it, and there is raised among them a great ambition and emulation of writing correctly." Another result of the zeal outside England for education in the vernacular languages and literatures is that living foreign languages are far more easily acquired by the youth of France, Germany, and America than by the youth of this country. In France and Germany advanced students of English language and literature show an aptitude and an interest in the pursuit of those branches of knowledge which, paradoxical as it seems, excels the aptitude and interest of the home-born.

In all directions tragical results of the long neglect of serious English study are visible. The worst English is practised and appreciated, outside a very small circle of English society. The municipal libraries, which minister to the literary needs of the multitude, overflow with literary vacuity and vapidness. The standard of average taste in literature steadily declines. To bring home to the British public dismal facts like these and to suggest means of cure is, I take it, the mission of the English Association.

While I highly appreciate the compliment paid me by the organisers of the movement in inviting me to preside at the first meeting last Saturday, I ought to add that I am in no sense entitled to the credit of founding or of organising the Association. In a humble way I desire to forward its interests, but in speaking or writing of its objects or prospects, I have no mandate for expressing any other views than my own. The actual founders of the Association are two masters of secondary schools, Mr. Valentine, of Dundee Grammar School and Mr. Coxhead, headmaster of Hinckley Grammar School. That the society should spring from the ranks of secondary schoolmasters is a circumstance of happy omen. The headquarters of the Association are in London, but there is in course of formation throughout England and Scotland a network of branches, which will enjoy, according to the constitution,

as much local independence as is practicable. A Scottish branch and a Liverpool branch are already at work. There is thus every likelihood that the movement will assume a national character. A strong central executive has been formed under the chairmanship of Dr. Gregory Foster, provost of University College, London, with Professor F. S. Boas (Cranford, Bickley, Kent) as chief secretary, and Miss Laidler (Goldsmith's College, New Cross, London) as assistant secretary. Mr. G. E. S. Coxhead (the Grammar School, Hinckley) is secretary for business connected with the provinces; Mr. J. I. Low (64 Murray Place, Stirling) is secretary for Scotland, and Mr. E. S. Valentine (the Grammar School, Dundee) is the treasurer. The annual subscription has been fixed at five shillings, and a composition fee for life-membership at three guineas.

SIDNEY LEE.

IMPRESSIONS OF A RHODES SCHOLAR

AN American periodical recently published a professedly humorous article about Harvard University in which that institution was called "The Gentleman Trust." It was not quite clear whether the writer meant to imply that Harvard manufactured gentlemen or that only gentlemen entered the University. If the latter was the meaning, the appellation suggests one of the first impressions of Oxford. To an American, unaccustomed to any necessary connection between one's antecedents and membership in a university, the notion that membership in such an institution should be confined practically to one class in the community, is at first glance altogether undemocratic and wicked, and he is apt to reprobate such a state of affairs in set terms. But it is one of the many advantages which Oxford has in two years conferred on the Rhodes scholars that in many cases they are not now so cock-sure about things upon which they once held unalterable convictions; and while in this particular instance the Americans are still sure that the conditions that prevail in America are best for America, they are by no means sure that the conditions at the English Universities are not best in England. Certainly the class in question has justified its monopoly of the Universities in respect of social service alone.

In America not only do students at the Universities come often from the humblest homes, but also during their university courses they support themselves by means of such lowly services as waiting on the table in dining-hall, etc. The result is, often, particularly in some of the large universities in the East, that there are social differences within the university greater than any that we find at Oxford. Professor Münsterberg says that Americans boast that they have only one class on their railways, but he notices that nearly every one who can afford to do so avoids riding in that class by taking a Pullman. In something of the same way the American undergraduate often escapes from the one class in the university by living at his club. But, of course, the large Eastern universities form by no means all or even the larger part of university life in America. Still, at Oxford one finds something altogether different. There is a homogeneity in the student body, a democracy in the higher levels which makes for social intercourse to a degree unknown in America. A student may go to Harvard and become lost, making few friends; at Oxford the student is looked up and given every opportunity of entering into the college life. I cannot here enter into a eulogium of the social life at Oxford, except to say that a Rhodes Scholar is always glad of an opportunity to express his appreciation of the extraordinary hospitality which was accorded him on his arrival at Oxford.

This homogeneity of the membership of the student

body unites with another feature of Oxford life to make real the Oxford atmosphere about which so much nonsense is talked. I mean the continuity of the life. One feels the close connection with the past. As to the dons, one feels that they are not a teaching force superimposed from without, but members of the same college body with the undergraduate, only further advanced in the degrees of learning. One still hears, as facts of present interest, that the head of this college took a double first, or that the dean of that college was a Rugger blue. It was Old Gorgon Graham, I think, who could not grasp "the atmosphere proposition"; men of his kind rarely can. It is said that a Western millionaire, intending to found a university, came to Harvard to "look it over." After doing so, "Well, Maria," he said to his wife, "I think about ten millions would do it, don't you?" What he could not see at Harvard, and what his ten millions could not furnish, is exactly what makes residence at Oxford so important, apart from the reading which one does there, and proves the wisdom of the framers of the statutes in requiring a certain amount of residence for a degree, even though a student may have to reside after his work is finished.

An English undergraduate once said to me: "We regard a man's education as absolutely finished when he takes his B.A." I do not know whether the university is prepared to endorse this, though there are critics who say that the fact that the M.A. may be had by merely paying dues implies it. But the statement suggests that the Oxford idea of a B.A. degree is different from that prevailing in America. At Oxford a man specialises in reading for the degree. He can take his degree in history, or law, or the classics. In America we associate the idea of specialisation of this kind with the M.A. degree or the Ph.D. In fact the Oxford degree is more nearly akin to these degrees than to an American B.A. So it is true, in a sense, that with the B.A. degree a student's education is finished as far as the university is concerned. The consequence is, that Oxford takes apparently little interest in a student who is doing work apart from preparation for the B.A. Her heart is in the final honour schools; she holds other examinations and grants other degrees, but they do not arouse much interest. Now, for a foreigner these facts are difficult if not impossible to obtain. When the Rhodes scholars came to Oxford, most of them with B.A. degrees from American universities, they naturally turned in the direction of other degrees. But they soon found that they had placed themselves outside of the main channels of Oxford life. Those who went in for these degrees—e.g., B.Litt. or B.C.L.—found difficulty in getting started. They found few who knew the statutes on the subject, and when they did finally get registered for the degrees, they found that little of the University teaching was directed to their work. For the greater part they have been left to shift for themselves. This is perhaps unavoidable in the circumstances, and in the future Rhodes scholars will be well advised at least to consider the expediency of putting themselves in a position where they will come in more direct contact with university teaching.

With respect to undergraduate life there is one aspect that strongly impresses an American. The undergraduate has a great deal done for him. The don takes a paternal attitude toward him and manages his affairs. You pay your college club subscription to a don and you are handed a report made up by him without, apparently, any undergraduate aid. In one college, I am told, college meetings are conducted as follows. A don presides and when any business is to be done, he says: "Will some one please move so and so?" Then when the motion is obediently made, the chairman says: "If there is no objection that motion will be carried." The undergraduates apparently take no part in their own meeting. I am told that the paternal attitude of the don is on the increase in recent years, and it may be the better way; but to a foreigner it seems that the undergraduate is

often deprived of opportunities of acquiring self-reliance and the power of initiative which he might otherwise have.

One is struck by the levity of the debating. In America debating is taken very seriously. When I tell an English reader that there a debating contest is followed often with the same keenness as a football match, that a college debater is sometimes given the equivalent of a "blue," and that at least at some of the larger universities, briefs, bibliographies, etc. of a debate are published in book-form, he will get some idea of the seriousness with which debating is followed. An American sometimes finds it difficult to put himself in the frame of mind for an Oxford college debate, where an epigram is more highly prized than argument and where sophistry is often purposely made to displace logic. It must be admitted that the English debate is more entertaining, just as debates in the House of Commons are much more interesting than Congressional debates at Washington. People out in the Western states subscribe to London papers and read the reports of the Parliamentary debates regularly, whereas no one reads the *Congressional Record* except to look up some dreary question of steel rails or railroad rebates. But at Oxford one sometimes feels that opportunities are sacrificed of learning effective expression of sound arguments. I notice that the Scotch undergraduate is different; he is argumentative.

Much is said of the expense of a course at Oxford. Admitting that the total cost is not out of proportion to the value of an Oxford education, one would like to see some re-arrangement of the items of expenditure. If possible, something should surely be done to reduce the extraordinary inflation of values, by which one often pays two or three times the real value of an article. Perhaps something could be done by discouraging the giving of unlimited credit. "I like to hear you Americans talk," said a clerk in an Oxford shop. "There is Mr. B. He never asks the *price* of anything; he always asks how much it's *worth*." Certainly that Americanism is out of place in that shop! A knowledge of the value of money is surely a useful thing even to an Oxford undergraduate, and by providing for increased payments direct to the college, the colleges could reap the benefit of a reform.

It is needless to say that within the limits of an article one cannot attempt to sum up all the impressions of seven terms at Oxford. One would like to speak of many things: of the healthy system of athletics, by which some form of exercise is provided for every student, and where the aim is not, as is too often the case in America, to produce a single team of stars; of one's belief in the vitality of classical education as exemplified at Oxford; of one's growing admiration for the type of mind which the best of the Oxford schools produce. Perhaps I have not expressed, as I wish to do, the deep sense of privilege which an American at Oxford feels. Rare opportunities are opened up by a three-years' residence there, and certainly not the least of these is the opportunity of becoming acquainted with the institutions and customs, and, above all, of knowing the men of the country which, to America, in spite of the influx there of other races and all nationalities, has been, and, we hope, will long continue to be, the Mother Country.

PAUL KIEFFER.

A LITERARY CAUSERIE

LITERARY MADE-DISHES

SOME few weeks ago, when I ventured to make some observations on Literary Feeding-Bottles, or the reduction of the finest old literature to pap-meat for babes, I brought on my devoted head an avalanche of blame from the irate authoress of a book of stories from the ballads, and other

equally righteous people. None of them questioned the principle that I tried to lay down—which was that it is much better to give children original literature than to simplify it into the language of babes and sucklings. What they did protest was that the various ballads relating to the Battle of Otterburn were so separate and distinct that they could not be combined into one story. The argument was certainly feeble. There are people yet living whose nurses crooned to them the old ballads, and who can yet remember the words as they fell from the lips of some aged servant. If the children of the new generation cannot enjoy this privilege and require that their food should be pulped, one sees no reason why, at all events, the stories should not be as good as they can be made, and a writer who was single-hearted in the desire to obtain a fine story would not at all mind how many versions were blended in order to secure that end. But my reason for referring to this matter is not to fan the flames of controversy, but because in the versions alluded to there is an example suitable to my present theme. It has occurred to me only at this moment that my theme has not yet been disclosed. "Made-dishes" then, is suggestive of French kickshaws, of spices and condiments and of elaborate cookery. At them I by no means desire to sneer, but would rather leave them to the *gourmet*. "Plain roast and boiled for me," cried the hungry curate in a well-known tale of parish life, and the present deponent would cry "Amen." He likes variety, but he can find abundance for his tastes in the sundry and widely-different products of Nature. What he means is that he prefers the potato in its native jacket to the potato tortured into strings. I confess that cold meat eaten cold is more to my taste than when it is hashed, or minced, spiced, tortured and served up as though it were a new dish. The most flagrant of all examples is supplied by the vegetarian. Mr. Eustace Miles, for instance, will make at his restaurant a chop or a sweetbread that has never been any part of a living animal. When the thing comes to your table you find that it is a curious concoction of vegetables so mixed as to bear some distant resemblance in everything except taste to what it is called. I hope that no one thinks I am in this arguing against the cult called vegetarianism. All that is meant is that the writer prefers vegetables as vegetables, and meat as meat, and does not care for one "got up" so as to resemble the other.

Now to transfer our thought from the material to the spiritual, it is the same taste for a simple life that one would like to see prevailing in letters. In the old ballad we have, so to speak, the potato exactly as it comes from its native earth; but no sooner is it visible, than officious cooks begin to manipulate it, sometimes with skill and sometimes with stupidity. Take the death of Douglas as it was told in the "Hunting of the Cheviot":

Thorowe lyvar and longës bathe
the sharpe arrowe ys gane,
That never after in all his lyffe-days
he spayke mo wordës but ane:
That was, "Fyghte ye, my myrry men,
whylls ye may,
for my lyff-days ben gan."

The dying speech of Douglas is here as straight and simple as it possibly could be. In one version of "The Battle of Otterburn" he makes no dying speech at all:

The Perssy was a man of strengthh,
I tell yow, in thys stounde;
He smote the Dowglas at the swordes length
That he fell to the growynde.

But if we turn to the version of "The Battle of Otterburn" which Mr. George Eyre-Todd has selected for his *Abbotsford Series of the Scottish Poets* we find any amount of embroidery. After Percy wounds Douglas the latter makes a long speech:

Then he called on his little foot-page,
And said, "Run speedily,
And fetch my ain dear sister's son,
Sir Hugh Montgomery."

"My nephew good," the Douglas said,
 "What reck's the death of ane!
 Last night I dreamed a dreary dream,
 And I ken the day's thy ain."

"My wound is deep; I fain would sleep;
 Take thou the vanguard of the three,
 And hide me by the braken bush,
 That grows on yonder lily lea."

"O bury me by the braken bush,
 Beneath the blooming brier,
 Let never living mortal ken
 That a kindly Scot lies here."

The embroidery, no doubt, is very excellent embroidery but we much prefer:

Thorow lyvar and longes bathe
 the sharpe arrowe ys gane,
 That never after in all his lyffe-days
 he spayke mo wordes but ane:
 That was, "Fyghte ye, my myrry men,
 whylls ye may,
 for my lyffe-days ben gan."

And it is not only the individual case that we are considering, but the principle of the thing. The professional literary man of to-day is a most learned chef. He sits in his intellectual kitchen and devises and devises, piling ingenuity upon ingenuity until the simple plain material is distorted beyond recognition; for there are poets and novelists, too, who seem to forget the elementary truth that whatever their material it must be contained within the limits of human nature. As the greatest of our novelists has told us in a famous passage, human nature is the only book that is to be unfolded. But the very earnest, and still more the very yearnest, are for ever straining beyond this point. I was the other day reading the poems of W. B. Yeats and this, in truth, gave rise to the present meditation. "Veiled" is, I believe, the correct descriptive word to apply to them. I am very far indeed from denying the magical quality of romance that hangs so beautifully over the shadowy waters, any more indeed than I would deny the poetry of the elaborate French dinner prepared by a chef who happened to be an artist. Once and again, indeed, such a meal is to be enjoyed, but it consists almost exclusively of made-dishes, and a made-dish indeed is the poetry of Mr. W. B. Yeats. A made-dish, indeed, appears to be the literature of the whole Celtic movement, and beautiful though much of it may be, it would be a more wholesome and satisfying affair if the essence of it had been presented as simple roast or boiled. But from Ossian downwards these bards have invited us to feasts where the intellectual chef had laboured his brains to produce the fare. For the present I refrain from making a wider application of the principle, yet it was through not understanding it that Rossetti and his school all came to failure. The discovery is none of mine. It has been that of a hundred others. Mr. Kipling felt it when he swung back the pendulum from the refinement of Tennyson to his music-hall numbers. The popular journalist heard its call when he abandoned the stately Macaulayese and the mid-Victorian period and plunged into the directness, slang and vulgarity of the present moment.

A.

FINE ART

THE OLD MASTERS

THIRTEEN portraits by Reynolds and the same number by Gainsborough are probably enough to lure as many people from Bond Street to Burlington House this month as all the rest of the exhibits put together. Certainly they are a wonderfully attractive assemblage, and so sure are they to be talked about that there is no necessity for saying anything about them on this occasion.

One of the least obtrusive portraits (156), which is hung at the very end of the last gallery, is alone worth going so far to see. Portraits by Alfred Stevens are not so plentiful as to pall, the only one known to the public being that of Mrs. Collman at the Tate Gallery. It seems hardly credible that this one of Mr. Spence should have been refused by the authorities at Millbank when recently offered at a nominal figure, and Mr. Alfred de Pass is to be congratulated on having secured this example of a master whom we do not even yet seem to appreciate at anything like his proper value.

Another picture which really might have been specially painted for the Tate Gallery and certainly ought to be placed there, is Wilkie's *Chelsea Pensioners* (131). That it should belong to the Duke of Wellington is, we admit, perfectly right and proper; but that it should be conspicuously hung in the British Gallery is so desirable, that it is well worth pausing to ask whether some arrangement could not be made for a permanent loan of it.

On the same wall is another English piece (135) of which Mr. Alfred de Pass is the fortunate possessor, namely Hogarth's *Happy Marriage*. Hogarth's reputation has suffered, like Rowlandson's, from the British enjoyment of caricature, and the real genius of both is but little known. This picture, though carried somewhat further than the "Epsom Wells" at Peckham, is evidently unfinished but its shadowy effect has an indescribable charm that is altogether absent from such elaborate accomplishments as the Election series at the Soane Museum.

On the opposite wall of the same room is another little English picture (146) that is a joy to gaze upon, the only example here of Richard Wilson. The catalogue coldly describes it as *Scene in Italy: Effect of Twilight*, but it might without affectation be called, "In the Key of Blue: effect of Richard Wilson," for blue is not a colour usually associated with Wilson and for this reason alone it is worth noting.

And now we must get back to the first room, and make a fresh start, lest we be accused of attempting to shirk it; for it is in the first room that you will see all the critics wagging their heads and listening furtively to what the others are saying, or blandly to what they are saying themselves. The committee no doubt hoped that they would all settle on the "Cuyt" which is temptingly displayed in the second room; but it is in Room I. that most of the controversial interest centres.

To begin with, there is a portrait of a lady with a red rose that is called Holbein, and another of a lady with a white rose that is not; though to our mind the latter seems much more likely to be Holbein's than the former. The face has been partly restored, but as a whole it is the finer picture of the two, and it is to be hoped that the lady's identity will be established, as it surely ought to be with its many accessories to guide conjecture. The catalogue is of scant assistance in this direction, and besides omitting several details that in a case like this are of real importance, gravely states that the gold cup is attached by a gold chain to the lady's waist!

With Lucidel's beautiful portrait the catalogue again distinguishes itself, the obvious fact being that the painter has distributed his inscription over her apron and the medallion, "Anna v. Botzheim ætat xxv."—for the bearded face on the medallion cannot possibly be that of a youth—so that there need be no question at all as to the subject of the portrait.

The value of any little scrap of lettering on old portraits is even better instanced in No. 20, which Miss Edith Hewett has lately discovered at Tullymore. That it was the work of Ambrogio de Predis was soon allowed, but it was Mr. Kerr-Lawson's discovery of the tiny device on the belt-buckle that really established it, and also established the connection of this lady with the Court of Ludovico il Moro—a discovery which has a very important bearing on the history of other pictures besides this one.

Antonio More's portrait of himself (8) is a wonderful piece, and in perfect condition; whereas that of the lady with a parrot (18) looks as if it had been entirely repainted (saving the parrot) by some provincial dealer during the Great Exhibition period. At the further end of the large room there are three portraits which are of more than usual interest, though not of such beauty as the galaxy that surrounds them—Reynolds's *Lady Spencer* ought to have a room all to itself in order to give others a chance. First there is Sir Ralph Assheton and his lady (Elizabeth, daughter of Sir Sapcote Harington) at full length. An inscription, which must be of considerably later date than the painting, states that it is the work of "St Peter Leley," and as there is probably no doubt that the picture is by him, it is worthy of more than passing attention; for nearly all that is known of Lely's work is a number of conventional portraits of Court beauties that were painted with unfailing regularity of pose and feature in the palmy days of the Restoration. A portrait like this is worth a dozen of the others, and a little judicious cleaning would probably disclose that, apart from its importance, it is hardly inferior in mere charm to many of the over-restored Nells and Molls with which the public is familiar. As Sir Ralph was born in 1603, it can hardly have been painted later than 1650; and as he married this lady (his second wife) in 1644, it is quite probable that it is earlier still, if not indeed one of the first portraits that Lely painted in England.

Next to this (save for the beautiful little Velasquez head) is Lady Frances Devereux, by Van Dyck, a portrait not mentioned by Mr. Lionel Cust, but which can hardly, we suppose, be questioned. Save for a stray curl that falls over the neck, severity is the prevailing note of the picture, and the wonderful painting of each hand lends additional force to a face in which at least a trace of the high-handed Essex is discernible. Close to this again (105) is the *Portrait of the Earl of Northumberland*. That this is the work of Rubens, as stated, seems more probable than that it represents the Earl of Northumberland, even though it is unknown to Mr. Max Rooses; for it is certainly characteristic of Rubens, and in every respect worthy of him. But Northumberland, unless we are mistaken, was rather a politician than the navigator here depicted, with almanack and celestial globe; while his appointment as Lord High Admiral dated from only three or four years before Rubens's death.

CORRESPONDENCE

"THE SECRET OF THE TOTEM"

To the Editor of the ACADEMY

SIR,—Mr. Howitt (ACADEMY, January 12, 1907, p. 44) appears (if I understand him this time) to ask me to clear myself of "an unpleasant suggestion of manipulation"—of his text.

How can I reply? If I am capable of intentionally garbling a passage, to be then "used as the ground for a charge" (against Mr. Howitt) of "overlooking his own facts" I am also capable of falsely denying that of which I seem to be suspected. I leave Mr. Howitt to the enjoyment of his own suspicions—if he suspects me.

A. LANG.

January 13.

MR. HARDY AND TENNYSON

To the Editor of THE ACADEMY

SIR,—I find so much that is orthodox and informing, in general, in your bibliographical and literary notes, that it is with regret I read your comparison of Mr. Thomas Hardy's New Year verses in *The Fortnightly* with Tennyson's well-known lines in No. LVI. of "In Memoriam," in Number 1809 of the ACADEMY, whereby you appear to join him along with Mr. Hardy's pessimism.

Tennyson was not in any sense the poet of pessimism, and it is unfair to take an isolated passage from his great poem and give it as conclusive when he himself answers his own thought

by some grander hope within him in a later mood. When we read his "two voices" where he is really setting forth the same problems we take our meaning of his message from the evolution of his argument—the divine Hope he solaces himself with that "all is well." So here. The very last line you quote after

What hope of answer or redress?

Behind the veil, behind the veil!

clinches the matter in his faith. I have never read the passages you quote without feeling that Tennyson who accepts everywhere evolution

Evolution ever working after some ideal good
really meant it monstrous to think

That man her [nature's] last work

should have no purpose in his nobler striving, that if it were not so he was the greater monster

Dragons in their prime

That tore each other in their slime

Were mellow music matched with him.

To the poet of evolution this seems so monstrous he will never accept it. (He indicates pessimism in these very comparisons.) Nor does he: cxx 5 In Memoriam:

Whatever I have said or sung—

Some bitter notes my heart would give—

Yea, though there often seemed to live

A contradiction on the tongue,

Yet Hope had never lost her youth;

She did but look through dimmer eyes

Or Love but play'd with gracious lies,
Because he felt so fix'd in truth

Love is and ever was my Lord and King.

And *all is well*, though faith and form

Be sundered in the night of fear;

Well roars the storm to those that hear

A deeper voice across the storm,

and this were enough to remove the stigma, were it not further emphasised in:

That God that ever lives and loves:

One God, one Law, one element

And one far-off divine event

To which the whole creation moves.

Mr. Hardy can find a voice within him greater than the infinite of which he is only the creature? His God is not Tennyson's:

That ever lives and loves.

Shorthouse, in "John Inglesant" knows a better way:

"Only the infinite pity is sufficient for the infinite pathos of life."

If one were to take Mr. Hardy's "New Year" verses seriously, who could work forward to any higher hope—the ideal would perish from off the earth. What has poetry to do with anything but the ideal? Mr. Hardy has looked so long on the tragic side of life (and we sympathise with him so long as he keeps to nature) that it has become to him the only fact. It is as if a man should declare, after being so long in a dungeon, there could not be any blue sky or golden sun. A child would know better.

There is another side to tragedy, and Tennyson holds the key. It is Love. Therefore he believes and hopes. At any rate, the comparison of Hardy to Tennyson is odious.

BARNARD GEORGE HOARE.

January 15.

JOHN DOUGLAS COOK

To the Editor of THE ACADEMY

SIR,—I have not seen Mr. Escott's story, which you refer to in this week's notes, but I gather from your reference that the great editor, John Douglas Cook, is said to have so far forgotten himself as not only to swear at Mrs. Lynn Linton, but to strike her. Now, with all due deference to Mr. Escott, I very much doubt this. For the last ten years of her life I was on terms of close intimacy with Mrs. Linton, eventually, as you may remember, being appointed her biographer, and, although she often spoke of her *Morning Chronicle* days and of Cook's astonishing lack of self-control she never accused him of actually raising his hand to strike her. Nor do I trust

merely to my memory. Those who would have an unpromising picture of the man in his relations to Mrs. Linton should refer to the most interesting, but least read, of all her novels, "Christopher Kirkland," which is her own thinly veiled autobiography. There, under the guise of Mr. Dundas, she tells the whole story of Cook as she knew him, and states explicitly; "I had nothing worse to bear than an outburst of imprecations which let off the steam and broke no one's bones . . . and once he forgot himself so far as to shake his fist in my face. That was when trouble had come between us; and it may be easily understood that this day saw my last visit to the office. It was the rift which was never mended." Eventually when Cook assumed the first editorship of the *Saturday Review*, she became one of its active contributors, but the old familiarity was never restored. Nevertheless she heartily admired his admirable qualities and wrote: "He had his grand good points. He was generous and affectionate: utterly devoid of all treacherous instincts, and he bore no malice. He was brutal if you will; but the core of him was sound, and his fidelity to his friends was very beautiful."

G. S. LAYARD.

January 12.

SHAKESPEARE AND ARISTOPHANES

To the Editor of THE ACADEMY

SIR,—The following parallel, unique of its kind, between "Clouds," ll. 345-8, and *Hamlet*, iii. 2, I succeeded in unearthing last year, and communicated soon after to the *New York Evening Post* in that paper's literary notes. From the fact that no mention is made of it in the ordinary editions of Shakespeare, in Dyce, the Cambridge, Furness or Dowden, perhaps it may prove somewhat of a novelty to English scholars, as well as to the ordinary readers of the ACADEMY.

When my curiosity was first aroused on reading Aristophanes in the very serviceable Bohn edition, I had recourse quite naturally to the early commentators: to Pope, Theobald, Johnson, Steevens, Capell, and Knight, only to find them silent on the subject of Shakespeare's indebtedness to classical authorities. A little later, on reverting to W. J. Hickie's translation I observed a footnote which directed me to Porson; so after going diligently through the works of that distinguished scholar I at length came upon the desired information in his "Note in Aristophanes," where ample confirmation was obtained as to the supposed originality of the much hackneyed "whale" incident in *Hamlet*. By placing the two passages in juxtaposition the close resemblance between them will appear sufficiently striking, if not startling, to convince, I think, all but the most prejudiced that here, at any rate, there is something very like plagiarism on the part of the English dramatist:

ARISTOPHANES.	SHAKESPEARE.
<i>Soc.</i> Have you ever, when you looked up, seen a cloud like to a centaur, or a panther, or a wolf, or a bull?	<i>Ham.</i> Do you see yonder cloud, that's almost in shape of a camel?
<i>Strep.</i> By Jupiter, have I! But what of that?	<i>Pol.</i> By the mass, and 'tis like a camel, indeed.
<i>Soc.</i> They become all things, whatever they please.	<i>Ham.</i> Methinks, it is like a weasel.
	<i>Pol.</i> It is backed like a weasel.
	<i>Ham.</i> Or a whale?
	<i>Pol.</i> Very like a whale.

By resorting to the text of the First Quarto edition it will be seen that the resemblance to Aristophanes is far less obvious—the adjuration of Polonius is wanting—than in the late edition. From this one is inclined to think that some of Shakespeare's literary *confrères*, a Nash, a Bacon, or a Ben Jonson, may have detected the borrowing; and that the poet afterwards made the episode more in the nature of a translation, thus showing his willingness to acknowledge the source of his obligation.

Porson, in his note to the "Clouds," while refraining from any verbal comment, refers the reader to Cicero, *De Div.* ii. 21, to Swift, "Tale of a Tub," Epistle Dedicatory; and to *Antony and Cleopatra*, iv. 14, as well as to *Hamlet*, iii. 2, in Malone's Shakespeare. As Malone credits the former reference to Sir William Rawlinson, a politician of the reign of William III., and says nothing about the scene in *Hamlet*, the merit of that discovery is doubtless due to Porson, whose wide reading, retentive memory and scrupulous regard for truth were in his day proverbial. It will be seen at a glance that the dialogue which follows, so far from being a plagiarism in any sense of the word, is nothing more than a reminiscence, or at most a perfectly legitimate imitation of the Greek poet:

Ant. Sometimes we see a cloud that's dragonish:
A vapour sometime, like a bear, or lion,
A tower'd citadel, a pendent rock,
A forked mountain, a blue promontory
With trees upon 't that nod unto the world
And mock our eyes with air: thou hast seen these signs;
They are black vesper's pageants.

Eros. Ay, my lord.
Ant. That which is now a horse even with a thought,
The rack dislimbs and makes it indistinct
As water is in water.

In the famous passage of arms between Polonius and Hamlet the language, instead of being highly figurative and elevated, is almost identical with that of Aristophanes, and the metaphors are crude, but striking; the situation is, however, exquisitely comic, and almost an exact counterpart of that between Strepsiades and Socrates, the philosopher in each case putting his antagonist triumphantly in the wrong.

That Shakespeare had more than an average acquaintance with the Latin classical writers has been proved, I think, beyond cavil by the late Mr. T. S. Barnes; while Professor Churton Collins has assembled a multiplicity of quotations in his "Studies in Shakespeare," that point to the probability of our master poet having made himself familiar also with the tragedies of Æschylus, Sophocles and Euripides by means of Latin translations from the Greek, of which there were several current at the close of the sixteenth century. In the same way perhaps, from what I have been able to bring to light, Aristophanes may henceforward have to be added to the list of those ancient authors from whom Shakespeare occasionally drew, fittingly enough, some of his best thoughts and inspirations.

N. W. HILL.

Philadelphia,
December 31.

"ANTONY AND CLEOPATRA"

To the Editor of THE ACADEMY

SIR,—It is fitting that an answer to Mr. George Stronach's inquiry should come from Stratford-upon-Avon, and for this reason I may be allowed to express an opinion upon the dictum of that great actor and interpreter of Shakespeare, the late Sir Henry Irving, "that the hand of the actor is visible in all his [Shakespeare's] dramatic work," and to offer an explanation.

To me the statement admits of no denial when I once realise that in the days of Queen Elizabeth plays were represented upon a platform admitting of no change of scenery, and were played with no intervals between the scenes, and at most only one or two waits in their whole course. Thus, the scenes of ten or a dozen lines present no difficulty to the actor, and the action proceeds quickly from scene to scene. Dr. Poel and the Elizabethan Stage Society have demonstrated this of late years by their performances at the Temple, the Mansion House, and elsewhere.

As first published separately in small quarto volumes, the plays of Shakespeare are not divided into acts and scenes, and it was not till 1623, in the first collected edition in folio, that these arbitrary divisions appeared, marking the advance made in stage-craft from the simple Elizabethan method towards the more elaborate arrangements of the theatres of the Restoration period. While it cannot be denied that students of the drama thoroughly enjoy the simple arrangement and quick action of the old method, it must be admitted that a modern revival, with all its concomitants of elaborate scenery, careful dressing, and archaeological detail as a background to the artist's interpretation of the poet's creation, appeals more directly and forcibly to the general public; though this enjoyment can only be had at the sacrifice of much of the text, and a transposition of scenes. Yet I venture to think that in the near future the more educated portion of the public will demand a return to the old method, with possibly some slight modifications necessary for the interpretation of ancient drama to modern audiences.

From a long experience I am convinced that there is not an impossible exit, or entrance, in the whole of Shakespeare's plays, and this proves a complete knowledge of stage-craft on the part of their author.

WILLIAM SALT BRASSINGTON.

Stratford-upon-Avon,
January 8.

To the Editor of THE ACADEMY.

SIR,—With reference to Mr. Stronach's letter in your issue of the 5th inst., it may be observed that Lord Penzance, in his able work on the Bacon-Shakespeare controversy, published

in 1903, suggests that, in preparing the plays for the stage, Shakespeare made such additions and alterations as he thought would suit the taste of the audience. Sir Henry Irving was probably right, therefore, that the plays, or some of them, show a special knowledge of "stage craft." But *Antony and Cleopatra* was never acted in Shakespeare's time, and was not printed or published until he had been seven years in the grave. It is therefore probable that the play never passed through his hands, but was printed in the "folio" in 1623 without ever having been altered, or prepared, by the illustrious "acting-manager" who edited, revised, and to some extent re-wrote, the plays for the theatre.

AMBROSE T. PEYTON.

January 7.

THE DECAY OF ILLUSTRATION

To the Editor of the ACADEMY

SIR,—Since the angel-correspondents have feared to tread on this ground, with one exception who was merely quoted, I, being what I am, feel impelled to rush in. The department of illustration is that in which I am supposed to win my (butterless) bread; therefore I may be regarded as speaking with authority and not as the scribes when I point out that what looks like decay to one who fans through the leaves of a magazine, is not really decay but dilution. The dozen or so of illustrators in the famous 'sixties can be more than matched to-day; but, nevertheless, there are not enough willing to work at the present market-prices. Restore the tariff of the 'sixties and immediately better work would be seen. But, of course, that's impossible. Modern reproduction has changed all that. In the old days it used to cost from five pounds to fifty to engrave good work, and it was worth while paying a decent price for a drawing on which so much had to be spent. Process-work changes pounds into shillings in reproduction; hence publishers can afford to engrave anything. Magazines spring up like mushrooms, "fully illustrated," and the public buy, marvelling at the benefits of progress. The *Strand*, the first success, has scores of imitators, and as they all must have drawings, the good artists are too few to go round, so in steps the amateur; the untutored wretch who doesn't know what illustration means; but who copies badly a model to illustrate "He walked to the door," and then slobbers in a background of nothing to fill up the paper. Some even "draw out of their head" with dire results. All this stuff finds its way into the magazines because it is cheap; but it blocks the way for better. Young ladies with well-to-do fathers are great sinners in this respect. For the sake of pin-money, and the idea that they are "independent," they offer drawings of nursery subjects for five shillings each, and rather than foil their vanity they have been known to give them gratis for the sake of posing before their friends. Immature art students are another pest. Without any art education worthy the name they join "black-and-white" classes at the art schools (more progress), and expect in a term or so to go out into the world and illustrate for a living (I know; I teach 'em!). This disgusting state of things will go on until it gets so bad that even the low level of art-editorial taste is passed, and then perhaps some enterprising publisher with taste—though enterprise and taste rarely go hand-in-hand—will start a magazine well illustrated, and intended to sell more for its drawings than for its literature, as did the *Harper* of the 'eighties.

I don't think there is anything in your contributor's point that wash-work has been the downfall of illustration. Why should it have been? It's a difference of tweedledum and tweedledee. There was as much wash as line used on the wood-block drawings of the 'sixties. Besides, a bad process-block of a line drawing is a much more miserable thing than a bad block of a wash-drawing; although people who don't see the originals might not think so. There is not so much opportunity for things to be altered in a half-tone block.

As to photographs, they are necessary for certain classes of work. But they are hideous when they make pictorial claims. The public don't want them. I never heard anybody say they were delightful. It's the editor who wants them; to lighten matter that is not fiction, and to make a big show on cheap terms. The fool of a public takes what is offered; but it has never been known to refuse the best. Changes for the worse have come about by the economy of production, not by any demand of the public. The public do not demand; they simply swallow.

F. C. TILNEY.

[Our correspondent has not, evidently, studied any fine art-photographs.—ED.]

A POINT OF GRAMMAR

To the Editor of THE ACADEMY

SIR,—We enclose a complete list of branches. The *ones* that have been underlined are the only *ones* which do not open daily."

A friend criticises the use of "ones" in the above sentence as being ungrammatical and improper. I should be glad of your opinion, for which I thank you in anticipation.

H. H. W.

January 8.

[As there can be no plural of one, the use of "ones" is incorrect, although it is often employed colloquially.—ED.]

"A RECORD OF SPANISH PAINTING"

To the Editor of THE ACADEMY

SIR,—My attention has only recently been drawn to some remarks which concern myself occurring on page 19 of "A Record of Spanish Painting," by Mrs. W. Gallichan (London, 1904); and it is not too late to point out their inaccuracies. There is no such place as "San Teruel." Teruel is a station on the railway from Calatayud (near the ruins of Bilbilis) to Sagunto. For "Mudijar" read Mudejar. So far as I now recollect, "the scenes" in these most interesting pictures are entirely non-Moorish, and evidently the work of a Christian who wished to celebrate the triumph of the Christian Court of Aragon, after the defeat of the Moors at the *Reconquista*. The Bishop of Teruel at the time when I saw them, 1902, a few weeks before I met Mr. and Mrs. Gallichan at Avila and Zamora, was most zealous for their preservation, and hoped that copies of them would be taken. He told me that he knew where certain panels which had been stolen were to be found. To him the public owes the greater facility of access which has been offered since that time, when the climb on to the roof was most dangerous. He feared that the removal of the false roof below them, which conceals them from view to those in the nave of the Cathedral, would be very unpopular in the city. There can be no doubt that to its existence the pictures owe their preservation; though it is an architectural atrocity. The old *artesonado* with the paintings ought to be removed to a museum, and a new roof in the same style erected in its place; the operation being accompanied by the removal of the *boveda* which spoils the church. Soon after my visit I wrote to the authorities of the Museum at South Kensington, asking them to take copies of these instructive pictures, but received an unsatisfactory answer. I believe, however, that they have since then received the attention of a society in Spain. Mrs. Gallichan omits to state that there are similar paintings, perhaps from the same hand, or hands, in the remains of the Royal Palace, in the Juderia, at Teruel, etc., on the *artesonado*, above another false *boveda*, in a church at Ciudad Real. I am not "the author," but the editor, of the Baskish New Testament printed at Oxford in 1903; though I am the author of a partly published work on the Verb which is used in that translation. On p. 309, Eibar is not in Biscaya, but in Guipuscoa; and Zuloago should be Zuloaga.

EDWARD S. DODGSON.

"THE SIGN OF THE CLEFT"

To the Editor of THE ACADEMY

SIR,—I shall be much obliged if you or any of your readers can inform me who is the author of the recitation entitled "The Sign of the Cleft." A reader at these libraries informs me he thinks it is by a J. Heart, but of this we are unable to obtain confirmation. I am anxious to trace the author and also the collection in which the recitation can be found.

L. STANLEY JAST.

Croydon Public Libraries.

BETHNAL GREEN FREE LIBRARY

To the Editor of THE ACADEMY

SIR,—The committee of this institution, which is supported by voluntary contributions, have lost so many old subscribers during the past few years, through death and other causes, that they are compelled to make a special effort to obtain new subscribers to enable them to meet expenses. Considerable increase in the number of these has become imperative if the institution is to be maintained. Letters of warm congratulation have been received by the committee on the attainment of the library's thirtieth birthday, all bearing testimony to the work which it has achieved. Its bankers are Barclay and Co., Ltd., Lombard Street, E.C., to whom donations may be sent, or to the secretary and librarian,

G. F. HILCHEN.

SPELLING REFORM

To the Editor of THE ACADEMY

SIR,—What I most object to is orthographic anarchy. There is Mr. Greevz Fysher's system, for instance, which, so far as I know, he has never induced any other man to accept. We do not want a new Tower of Babel. We want a system which will unite men, not divide them. I do not care a button how anomalous the present system is so long as it constitutes a recognised nexus of thought between English speaking people. Introduce a better system if you like; that is if you can get it universally accepted. Any simplifications, such as those proposed by Mr. Roosevelt, if accepted by a large body of men, mark a step in the right direction. I certainly think Mr. Greevz Fysher should drop his system until he has submitted it to a million or so of English people and induced them to accept it. Nobody wants it or recognises the least shred of merit in it. If they did they would adopt it. I am in favour of tentative simplifications to be dropped if they do not commend themselves to a large majority of writers.

The written word is not essentially a symbol of sound. It is a symbol of thought. Except for the purpose of reading aloud, a thing that nobody does nowadays, it does not matter a jot how the word written is pronounced.

E. A. FISHER.

January 8.

BOOKS RECEIVED

CLASSICS.

The Medea of Euripides. Translated into English Rhyming Verse, with explanatory notes, by Gilbert Murray. 7½ × 5½. Pp. 96. Allen, 2s. net.

DRAMA.

Cruso, H. A. A. *Sir Walter Raleigh.* 7½ × 5½. Pp. 178. Unwin, 5s. net.
[A drama in five acts.]

ETHNOLOGY.

Thomas, Northcote W. *Kinship Organisations and Group Marriage in Australia.* 8½ × 5½. Pp. xvi, 163. Cambridge University Press, 6s. net.

[In the "Cambridge Archaeological and Ethnological Series." Bibliography; index of Subjects and of Phratry, Blood and Class Names; maps of (1) Rule of Descent, (2) Class Organisations, (3) Phratry Organisation.]

FICTION.

Rhodes, Harrison G. *Charles Edward.* Illustrated by Penrhyn Stanlaws. 7½ × 5½. Pp. 359. Ward, Lock, 6s.

Bailey, H. C. *Springtime.* 7½ × 5½. Pp. 320. Murray, 6s.

Bindloss, Harold. *The Dust of Conflict.* 7½ × 5½. Pp. 354. Long, 6s.

Cleeve, Lucas. *Selma.* 7½ × 5½. Pp. 318. Long, 6s.

Yorke, Curtis. *The World and Delia.* 7½ × 5½. Pp. 318. Long, 6s.

Findlater, Mary. *A Blind Bird's Joy.* Illustrated. 7½ × 5½. Pp. 313. Methuen, 6s.

Shiel, M. P. *The Last Miracle.* 7½ × 5½. Pp. 320. Werner Laurie, 6s.

Courlander, Alphonse. *The Sacrifice.* 7½ × 5½. Pp. 336. Unwin, 6s.

Talbot, L. A. *The Footstool of the Virtues.* 7½ × 5. Pp. 296. Sisley's, 6s.

Cross, Victoria. *Life's Shop Window.* 7½ × 5½. Pp. 358. Werner Laurie, 6s.

HISTORY.

Doyle, J. A. *The Middle Colonies; and The Colonies under the House of Hanover.* Each 9½ × 6½. Pp. xvi, 563 and xvi, Longmans, 14s. net each.

[The fourth and fifth volumes of a series entitled "The English in America," earlier volumes of which appeared in 1882 and 1886.]

Séménoff, E. *The Russian Government and the Massacres.* Authorised translation from the French, with an introduction by Lucien Wolf. 7½ × 5½. Pp. 265. Murray, 2s. 6d. net.

["A page of the Russian counter-revolution."]]

LITERATURE.

Smith, Arnold. *The Main Tendencies of Victorian Poetry.* 7½ × 5½. Pp. 208. Simpkin, Marshall, 5s. net.

["Studies in the thought and art of the greater poets." The substance of this book was contained in a series of University Extension lectures, delivered "in connection with" the University College of South Wales and Merionethshire.]

REPRINTS AND NEW EDITIONS.

The Summoning of Everyman. Edited, with an Introduction, Note-Book and Word-List, by John S. Farmer. 7 × 4½. Pp. x, 36. Published by Gibbings and Co. for the Early English Drama Society, 2s. net.

[In the "Museum Dramatists" series. This version, Mr. Farmer states in his introduction, is based on Hazlitt's text. "In its preparation," he says, "the two impressions by Pynson, unknown to Hawkins, and one of those issued by Skot about 1530, have been collated."]]

Broughton, Rhoda. *Foes in Law.* 7½ × 5½. Pp. 358. Macmillan, 2s.

TOPOGRAPHY AND TRAVEL.

Jerningham, Sir Hubert. *From West to East: Notes by the Way.* With maps and illustrations. 9 × 6. Pp. 351. Murray, 15s. net.

THE BOOKSHELF

A Text-Book of Irish Literature. By Eleanor Hull. (Nutt, 3s. net.) This "Text-book of Irish Literature" has been prepared, the author informs us, to meet the needs of the students under the Intermediate Board; and it carries the reader up to the early years of the sixteenth century. As Miss Hull says, "For a great part of the early literature no chronological order can, for the present, at all events, be followed. The earlier existing secular material comes to us for the most part gathered into great vellum compilations made by the assiduity of the scribes of the twelfth and following centuries; but the contents of these volumes are of various ages; and the actual date of the composition of any particular piece can only be approximately calculated either by casual allusions contained in it to persons or events whose dates can be verified from other sources, or by the language of the piece itself. Often such calculations can only be fixed within the wide limits of three or more centuries." She has grouped her materials under general heads, even when they do not indicate the chronological order, so that the student may "more readily find any particular piece he may be in search of under its own subject." As the book is intended for those studying for Intermediate Board examinations—of all people the least likely to be seeking any particular piece—this seems a curious reason. We suggest that the arrangement is due to the fact that the subject can be "got up" more quickly when presented in this way than it could be if a chronological arrangement had been attempted. Any one with a fairly good memory could get marks after running through this book three or four times. With a chronological order it would be necessary for them to possess not only a fairly good memory, but a certain amount of intelligence and understanding. A short chronological table is prefixed to the volume, from which the student under the Intermediate Board may glean such illuminating details as these concerning the makers of the "literature" of Ireland:

Lugaidh, son of Ith and nephew of Milesius. Lament on the death of his wife.

Ollamh Fodhla, law-giver and monarch of Ireland, and reputed founder of a College for Law and Poetry.

Roigne, or Roynne the Poetic. Poem on the partition of Ireland among the sons of Milesius. . . .

d. 500. St. Fiacc, Bishop of Sletty. Poem on St. Patrick ascribed to him.

525. St. Brigit. Abbess of Kildare. A hymn is ascribed to her.

570. St. Ita. Poem on the Infant Jesus.

We hope the students will lay them to heart. Some of the entries, needless to say, are more full than these. Miss Hull's preface suggests that "The Literature of Ireland" has recently been added to the list of subjects to be taken by candidates presenting themselves for examination by the Intermediate Board. If this be so, and it be due to the initiative of the Gaelic League, we would like to know what recompense they are prepared to offer students for the loss of time involved in "cramming." The great defect of the book seems to us to be that it lends itself to the pernicious system of "cramming," which the methods of the Intermediate Board foster. Its learning is undeniable, and its accuracy may pass unchallenged. If we were to grant the necessity for its form and existence—which we do not—we should call it, within its limits, an excellent book. But its limits are so considerable that we prefer to call it a useful book of reference. Remembering Miss Hull's "Pagan Ireland" and her "Early Christian Ireland," we could wish that the volume before us had not come into our hands for review.

ROYAL EXCHANGE ASSURANCE.

Incorporated A.D. 1720.

**Fire, Life, Sea, Annuities,
Accidents,
Employers' Liability.**

THE CORPORATION IS PREPARED TO ACT AS
**Executors of Wills, Trustee of
Wills and Settlements.**

**SPECIAL TERMS TO
ANNUITANTS WHEN HEALTH IS IMPAIRED.**

For full Prospectus apply to the Secretary.

*Head Office: ROYAL EXCHANGE, E.C.
West End Office: 29 PALL MALL, S.W.*

CONNOISSEURS OF **COFFEE**

RED

DRINK THE

WHITE

DELICIOUS FOR BREAKFAST
AND AFTER DINNER.

&

BLUE

**In making use less quantity, it being so much
stronger than ordinary COFFEE.**

PAUL'S INKS

ARE UNIQUE!

Black, Blue, Red, Green, Violet, etc.

IN SPECIAL DECANTERS WITH
PATENT STOPPERS. NO CORKS
TO DRAW. NO SPLASHING. NO
INKY FINGERS. Ask your Stationers
for PAUL'S (6d., 1s., 2s., and 3s.), or
send 13 stamps for sample (any colour
and full particulars.

PAUL'S INK (Ltd.), Birmingham.

THE AUTOTYPE COMPANY have the pleasure
to announce that they have now made arrange-
ments under which they are enabled to publish
Autotypes of a number of the more important of
the Works of the late Mr. G. F. WATTS, R.A.

The Reproductions are made in Permanent Carbon, and
include the following:

"Hope."	"For He Had Great Pos- sessions."
"Love and Life."	"Dawn."
"Love and Death."	"Fata Morgana."
"Good Luck to Your Fishing."	"Time, Death and Judg- ment."
"Orpheus and Eurydice."	"Thetis."
"Paolo and Francesca."	"Britomart and Her Nurse."
etc. etc. etc.	

Published in two sizes—

About 18 ins. by 14 ins., **12s.**; and
10 ins. by 6 ins., **5s.** each.

Or, framed complete—

From **21s.** for the large size, and
10s. 6d. for the small size.

The first three on the list are also published in a larger
size, about 27 ins. in height. Price **£1 10s.**; or framed
complete, **£2 15s.**

THE AUTOTYPE COMPANY,
FINE ART GALLERY, 74 NEW OXFORD STREET,
LONDON, W.C.

THE ACADEMY

A WEEKLY REVIEW OF LITERATURE
SCIENCE AND ART

PRICE THREEPENCE

ANNUAL SUBSCRIPTION

Inland, 15s. post free. Foreign and Colonial, 17s. 6d. post free

*This may be sent to any Newsagent, or to the Publisher of
THE ACADEMY, SOUTHAMPTON STREET, STRAND, W.C*

To _____

Please send me the ACADEMY for the next _____

months. I enclose remittance value _____

Name _____

Description _____

Address _____



EAGLE

Established
1807.

INSURANCE COMPANY

LIVES.

ANNUITIES.

HEAD OFFICE:

79 PALL MALL, LONDON, S.W.

CITY:

41 Threadneedle Street, E.C.

Branches:

Eagle Insurance Buildings in BIRMINGHAM, BRISTOL, LEEDS, MANCHESTER.

The **Surplus** disclosed at the Valuation (1902) produced an average **Cash Bonus** of 30 per cent. of the premiums paid during the Quinquennium; being a return of one-and-a-half Premiums.

The Company's **Debenture Policies**, with **Guaranteed Benefits**, afford an attractive form of Insurance in the Non-Participating Class, at very moderate rates.

Apply for XXth Century Prospectus, showing Simple and Liberal Conditions.

BUY AND READ

The Saturday Westminster

BECAUSE

It contains all "F.C.G.'s" Cartoons of the Week.

BECAUSE

of its unique page of "Problems and Prizes."

BECAUSE

of its Book Reviews and Literary Columns.

BECAUSE

of its variety of General Articles and Short Stories.

BECAUSE

It is the only Weekly Magazine Review of the kind and

COSTS BUT A PENNY A WEEK.

Issued by the "Westminster Gazette"

SATURDAY WESTMINSTER, Tudor Street, London, E.C.

PUBLISHERS' MEDIA.

THE SPHERE.

6d. Weekly.

A Literary Letter by C. K. S. appears each Week. Also List of Books Received.

SPECIAL ADVERTISEMENT RATES FOR PUBLISHERS' ANNOUNCEMENTS.

Office: Great New Street, E.C.

THE PALL MALL GAZETTE. 10, 12, 14, and 16 Pages Daily

THE EVENING PAPER OF THE EDUCATED MAN AND HIS FAMILY.

Famous for its brilliant Reviews of current Literature, and without doubt the best Evening Paper in the Kingdom for Publishers' Announcements.

Special Columns for New Books.

Next to Literary Matter every Day.

OFFICES: NEWTON STREET, HOLBORN, LONDON, W.C.

The Best, Brightest, and most Interesting Paper.

THE DAILY CHRONICLE. 10 or 12 Pages Daily.

POPULAR FEATURES ARE:—

The Reviews of Books and Literary Notes, Full Resumé of the Principal Musical, Art, and Dramatic Events. Science and Art Specially dealt with.

Fuller Reports of all Current Events and Special Telegrams from Correspondents Everywhere.

THE WESTERN MORNING NEWS

Is the most widely circulating paper in the four Western Counties.

LONDON PRIVATE WIRE OFFICE: 49 FLEET STREET, E.C.

Telegraphic Address: "PLYMOUTHISM, LONDON.

Telephone No.: 165 HOLBORN.